A COMPARATIVE STUDY OF LEARNER AUTONOMY EXECUTING SELF- INSTRUCTED LEARNING METHOD AND SELF-DIRECTED LEARNING METHOD IN TEACHING ENGLISH LANGUAGE LISTENING SKILLS TO THE SECOND YEAR STUDENTS AT KASEM BUNDIT UNIVERSITY

A MASTER'S PROJECT

BY

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การศึกษาเปรียบเทียบการเรียนรู้แบบการเรียนด้วยตนเอง (Learner Autonomy) ระหว่างวิธี Self-instructed learning กับวิธี Self-directed learning ในการสอนทักษะการฟังภาษาอังกฤษ สำหรับนักศึกษาชั้นปีที่ 2 มหาวิทยาลัยเกษมบัณฑิต

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อ่อง คิน ลุน

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Chapter 1

Introduction

Background

In the ongoing quest for improvement in standards of teaching as well as learning attainments, many factors need to be continually reviewed, including the design of the curriculum, the pedagogical strategies, the quality of instructional materials, the role of tests, and the kinds of administrative policy imposed by schools and educational institutions.

Kasem Bundit University (KBU), one of the higher educational institutions, follows the contemporary shifts in the educational system to modify curriculum design and to improve pedagogical strategies in teaching English language. In order to correspond with the recently modified curriculum where new trends exist, the administrative committee had decided to exercise self-instructed learning (SIL) method as a partial learning strategy to pave the direction towards learner autonomy in listening skills.

Over the last two decades, the concepts of learner autonomy and independence have gained momentum, the former becoming a 'buzz-word' within the context of language learning (Little. 1991: 2). It is a truism that one of the most important spin-offs of more communicatively oriented language learning and teaching has been the premium placed on the role of the learner in the language learning process (Wenden.1998: xi). It goes without saying, of course, that this shift of locus of responsibility from teachers to learners does not exist in a vacuum, but is the result of a concatenation of changes to the curriculum itself towards a more learner-centred kind of learning—learner autonomy. According to Boud (1988: 23) the main characteristic of autonomy as an approach to learning is that students take some significant responsibility for their own learning over and above responding to instruction.

A review of the literature on learner autonomy in second language education reveals a diversity of ideas as well as terms. Some of the terms widely used in the context of learner autonomy are: self-instructed, self-directed, self-access learning, and individualized instruction. The researcher argues that SIL method—the manner of this

study—is parallel to learner autonomy since the students have to take responsibility of their own learning.

One aspect of formal language learning that is often underemphasized is SIL method, 'situations in which a learner, with others or alone, is working without the direct control of the teacher' (Dickinson. 1994: 11). For learners, and especially for those who experience difficulty in developing listening skills and strategies, SIL method can play a vital complementary role to classroom instruction. Nevertheless, promoting effective SIL method in listening and encouraging students plainly to 'listen more' are quite different proposals. Simple exposure to spoken language is not sufficient to develop listening skills (Brockett & Hiemstra. 1991); (Grow. 1991).

Referring to SIL method, there are wavering impressions among instructors at KBU that the students might not take responsibility in accessing listening practice. Keyuravong (1996: 31) also pointed out that "Thai students have been spoon-fed through their learning experience, so when they have to take responsibility for their own learning, problems arise." Likewise, students from KBU experience similar problems.

Accepting the students to take responsibility for their own learning by introducing SIL method seems traditionally demanding; therefore, the researcher believes that it would not be appropriate to leap straight to a full autonomy with SIL method but rather to start with a semi-autonomous learning—a certain degree of learner autonomy. Hence to bridge the gap with a smooth transition, the researcher advocates self-directed learning (SDL) method—one of the methods used in the context of learner autonomy—with a flexible degree of autonomy (adapted to accommodate the situations at KBU) to teach listening skills that might hold the key to attain the objective. In order to teach listening skills within the framework of SDL, the researcher has constructed a learning log (see page 59, Appendix A) to monitor the comprehension of the students and to keep a running account of what was going on as they work in the course. With learning log, the instructor can facilitate the needs of the students and their shortcomings in their listening skills where they require improvement.

Taking into consideration of such circumstances, the researcher has come to a conclusion that it would be appropriate to make an investigation whether SDL method compared to SIL Method might elucidate any distinctive significance. Therefore, this study is not an investigation to the treatment of language pedagogy in general. Rather it is a specified attempt to find a practicable approach in language teaching practice, to define the

parameters within which the administrators and the teachers have to make choices, and to identify controversial questions and areas which require empirical research.

Therefore, the purpose of this study was to compare self-instructed and self-directed learning methods in teaching listening skills to identify if there were any differences in the students' exam scores after such methods had been executed. Since Kasem Bundit University (KBU) had modified the curriculum in academic year 2003, the methods of teaching had also changed in accordance with the prescription of the advocated materials. Self-instructed learning method was introduced as one of the new pedagogical strategies and hence the researcher had determined to ascertain the effect of this method and to discern the distinction of the variances—with the financial, social, and academic factors in mind. Additionally, the researcher had chosen self-directed learning (SDL) method for comparison due to the fact that the integral structure of both methods such as number of instructors employed, class time, materials, proficiency level of the students, degree of autonomy, and evaluation (using same achievement test) are interrelated.

Objective of the Study

The aim of this study is to investigate the comparative effects of self-instructed and self-directed methods executed to achieve English language listening skills of the second year students who are studying EN 105 at KBU.

Research Questions

1. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-instructed learning method at Kasem Bundit University?

2. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-directed learning method at Kasem Bundit University?

Research Hypothesis

The exam scores of the listening skills of second year students studying fundamental English EN 105 who employ self-directed learning method would be higher than those of the students who utilize self-instructed learning method.

Significance of the Study

The result of this study is beneficial in various manners. The effect of using different pedagogical methods may exhibit vision for instructors and may also cause them to reassess their teaching styles and to improve their pedagogical strategies using the insight gained from the outcomes of the study. Likewise, it may bolster the confidence of the authorities in prescribing appropriate pedagogical methods within the structure of the curriculum and could take advantage of this research data to contemplate further development in the associated areas at the self-access center. Ineluctably, it prognosticates an initial step in encouraging students to become autonomous learners.

Scope and delimitation of the Study

The target population of this study comprises 35 classes of the second year students at KBU studying fundamental English course EN 105, each class consists of approximately 40 students. The sample size was two classes from the relevant population with 23 and 34 students in each class employing self-instructed and self-directed methods respectively (the allocation of students in each class was determined by the institution).

The samples are second year students studying the same course EN 105 with resembling proficiency in English language listening skills—judging from their final examination listening scores of prerequisite course EN 104 as pretest with statistical computation. Only English language listening skills of the students were considered; the faculties or majors of the students were ignored.

There are approximately 40 students in both classes; however, scores from the pretest of every student cannot be obtained since some are transferred students from other

institutions and others who did not take the listening test—which is a partial score of the core course but pass the exam. In one class, scores from the pretest of 23 students can be obtained while those of 10 transferred students and 7 students who failed to take the test cannot be procured. Likewise, in another class, scores from 34 students can be collected but was incapable of securing from 4 transferred students and 2 students who did not take the test.

The subjects from these two classes had completed their prerequisite course EN 104 and are studying EN 105. For both classes, the equality of variances had been statistically conducted by performing Levene's test (see page 36) and found that the variances are homogeneous (executing statistical significance at $p < .05$). This study was administered in the second semester academic year 2003.

Definition of Terms

1. "Self-instructed learning" method (SIL) refers to situations in which learners are working and improving their listening skills on their own without any control of the teacher; for instance, the students work with the audio-recordings and study listening sections from the material without the control or assistance or intervention from the instructor.

2. "Self-directed learning" method (SDL) refers to situations in which the learner accepts responsibility for all the decisions concerned with his or her learning but does not necessarily undertake the implementation of those decisions; in other words, the instructor provides the students with essential assistance (allocating timetable to practice listening exercises) and advice (guiding them with their difficulties in the listening tasks) them with their audio-recordings and listening exercises from the material. The students accept the responsibility in doing the task as assisted or advised. However, carrying out such responsibility or decisions (attending the sound lab or listening audio-recordings elsewhere, doing exercise from the textbook, and submitting learner log) is subject to the students.

3. "Learning log" refers to a simple and straightforward way of helping students integrate content, process, and personal feelings. The common application is to have students make entries in their learning logs (see page 77, Appendix B) after each completed week of class. The statements are short and simple writing which project reflective reviews and the student's commentary upon the lesson. It makes explicit to the student (and the instructor) the learning processes supported and instigated by the course of study.

Chapter 2

Review of the Literature

In this chapter, the related literature is divided into two sections:

1. Fundamental concepts of language teaching and learning
2. Methodology
   - 2.1 Policy level
     - 2.1.1 Social factors;
     - 2.1.2 Learner factors;
     - 2.1.3 Educational framework and teacher factors;
     - 2.1.4 The curriculum context.
       - 2.1.4.1 Second and foreign language curriculum management
       - 2.1.4.2 Curriculum and learner autonomy
       - 2.1.4.3 Self-instructed learning method
       - 2.1.4.4 Self-directed learning method
       - 2.1.4.5 Learning Logs
       - 2.1.4.6 Listening Comprehension
   - 2.2 Practical action level
   - 2.3 Research in the related fields

1. Fundamental Concepts of Language Teaching and Learning

Whatever the objective, the setting, or the scale of the operation, second or foreign language education requires us to think about teaching and learning process. Such reflection may be non-professional like switching from method to method, using some methods as purely a matter of fashion, considering translation as obsolete, etc.; nonetheless, it is not the researcher's intention to consider these actions nor just to look into the treatment of language pedagogy in common, but rather to find a feasible approach in language teaching practice.

Therefore, the researcher has brought forth the diagram *Fundamental Concepts of Language Teaching* (Stern. 1983) to illustrate in order to make certain inferences about the relationship between theory and practice.

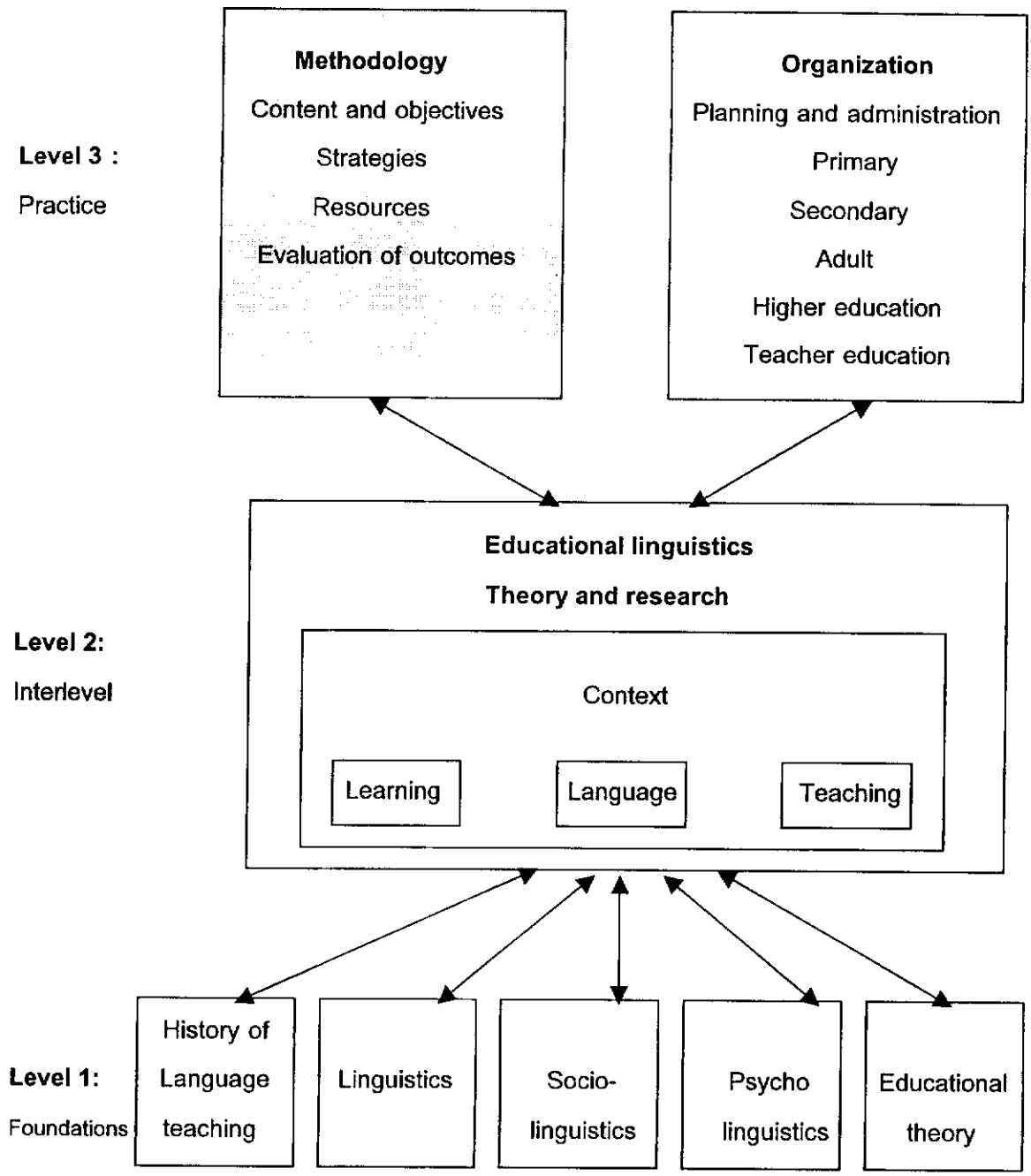

Figure 1 A conceptual framework for second language teaching theories

From: Issues and Options in Language Teaching (Stern. 1992 : 3)

Educational linguistics, level 2, develops theories and undertakes research, however its specialized function is to provide the academic foundation for practical language tasks. And because of its position at this level educational linguistics acts as a mediator between level 1 and level 3. Level 3, Practice, is divided into two cells, methodology and organization.

This paper, however, concentrates merely on methodology, which deals with the practical concept that is required in teaching and learning languages. The Methodology cell from Figure 1 is once more divided into three-level model:

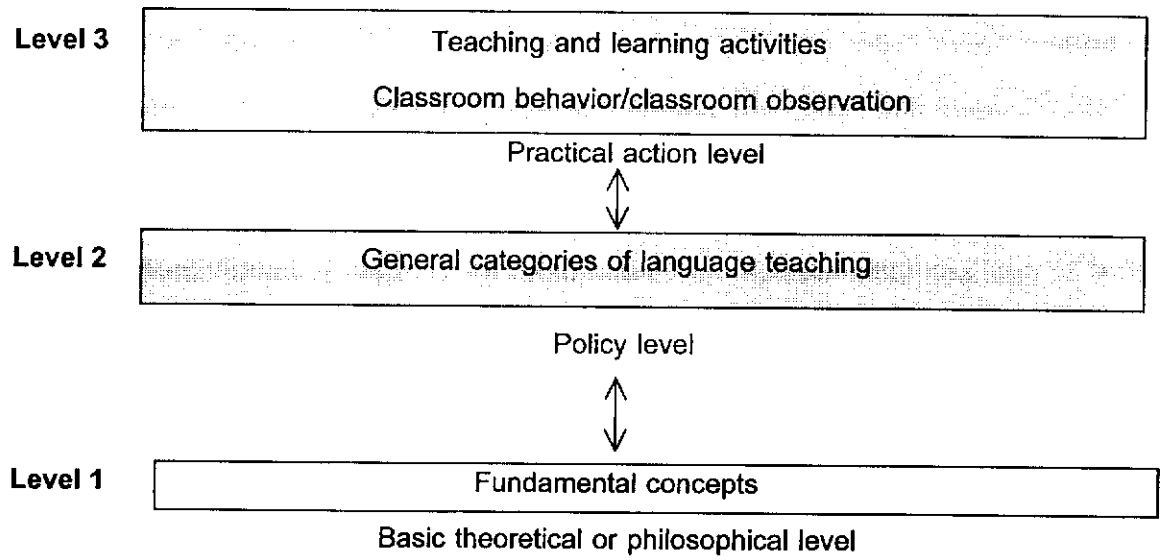

Figure 2 From deep to surface levels in language pedagogy

From: Issues and Options in Language Teaching (Stern. 1992 : 5)

To locate the treatment of pedagogy as clearly as possible, it will be referred to the second diagram Figure 2. Here, Level 2, is the Policy level, which gives language teaching its characteristic shape and direction. Level 3, reaches the surface of the model; in short, it is the actual situations in the classroom. It can be observed from the point of view of the teacher responsible for teaching a particular group of students, or from the perspective of an observer of the language class (Candlin & Murphy. 1987). These two levels are substantial parts. Level 1, which constitutes the basic of fundamental beliefs and represents the philosophical level of the model is not in the interest of this study, and will be omitted from discussion.

The purpose of this section is to designate that the policy level and practical action level from Figure 2 are the principal focus of this study. However, there are few interesting questions in this part. Since pedagogical strategies take crucial role in developing learning skills, how close should the relation between practical action and policy levels be? When planning and deciding a policy what are the significant factors that should be measured? In the following section, such questions are reviewed.

2. Methodology

Methodology in language teaching has been characterized in a variety of ways. A more or less classical formulation suggests that methodology is that which links theory and practice (Howatt. 1984). Theory statements would include theories of what language is and how language is learned or, more specifically, theories of second language acquisition (SLA). Such theories are linked to various design features of language instruction. These design features might include stated objectives, syllabus specifications, types of activities, roles of teachers, learners, materials, and so forth. Design features in turn are linked to actual teaching and learning practices as observed in the environments where language teaching and learning take place. This whole complex of elements defines language teaching methodology (Rodgers. 2001).

2.1 Policy level

In this study, methodology in Figure 1, which is related to the policy and practical action level in Figure 2, will be highlighted. Policy level is the level of planning and decision-making, the locus of control and consequently also of the main controversies in language pedagogy. It is treated as if it could be based entirely on general principles without considering the particular circumstances and the situation in which it is to operate. This is true up to a point. Formulating policy directions can be done and are widely applicable in many different settings and which express the basic beliefs and convictions. Most of our plans correspond to specific groups of learners with a certain background working in a specified environment. In formulating our policy we must take note of these context and presage variables (Dunkin & Biddle. 1974), which ultimately also affect practice.

Since they apply equally to the policy level and the practical action level, it is proper to discuss them between the two. A policy should be developed in relation to the needs, demands, and conditions of the learners who constitute the target group. The interpretation of the context is likely to be made intuitively by a teacher working with a group of students. But it can also be done systematically, and it can be carefully documented, as would be necessary in a research study or a formal program evaluation. When planning and deciding a policy, the following factors should be taken into account:

2.1.1 Social factors;

2.1.2 Learner factors;

2.1.3 Educational framework and teacher factors;

2.1.4 The curriculum context.

2.1.1 Social factors

It is necessary to be aware of the social factors which are likely to influence language teaching. One must, therefore, ask what the characteristics of the environment are in which the teaching occurs. One might have to find out the opinions of politicians, examine language legislation, and assess public attitudes to languages in general, to the particular language in question, and to various ethnolinguistic communities. Even if one is unable to make systematic enquiries, s/he should at least be sensitive to these social factors (Ashworth. 1985).

2.1.2 Learner factors

Cohen (1990) suggests that it is of the utmost importance for policy and practice as well as for evaluation and research to have as deep understanding as possible of the learner group, its social and educational background, its previous language learning experience, and its motivations, and expectations.

2.1.3 Educational framework and teacher factors

Lafayette (1978) states that we must familiarize ourselves with the organization and structure of the system and its institutions and learn how the program fits into the

overall educational plan. Under this heading it should also include information about the teachers themselves. What is their educational and professional background? What access do they have to advice, supervision, and in-service training? How much freedom do they have to design their own courses? Do they mainly carry out a policy which is prescribed by others, or are they in a position to shape the policy for themselves?

2.1.4 The curriculum context

To comprehend what goes on in a particular class we must be able to place it in the context of the language course of which it forms a part. It should in addition have a clear picture of the length of the total language program, its division into stages, sets, and the ways in which learner groups in the institution have been arranged (White. 1988).

2.1.4.1 Second and Foreign language curriculum management

Curriculum processes

The policy level is the level in planning and deciding how detailed and complex the curriculum should be; how much of it should be determined in advance; what the areas of freedom and momentary decision should be—these are all questions, which the curriculum should consist. A totally different set of questions is how the curriculum should be arrived at; who should be responsible for curriculum development; and what procedures should be established for curriculum making. Beyond the curriculum development process a further set of questions is how and by whom the curriculum should be 'applied', 'delivered', or 'implemented'. 'What steps must be taken to ensure implementation? In other words, it is distinguished between the process of developing or creating a curriculum and learning materials, and that of implementing, applying, or delivering the curriculum through the use of materials in the classroom (White. 1988) ; (Johnson. 1989).

The planning process

Language needs analysis was an important development of the 1970s (Richterich & Chancerel. 1977); (Munby. 1978) designed to make it possible to adjust language

courses to the needs of groups of students working in various countries at different levels of proficiency and with a variety of objectives in mind. Yalden (1983) and Brindley (1989) have indicated, needs analysis remains an important first stage of curriculum development in many types of language teaching, serving as a key source of input for decisions to be made with respect to content, objectives, and treatment strategies. There are indeed many aspects of syllabus design which cannot be determined by linguistic logic.

In short, careful and comprehensive curriculum planning is compatible with adaptability at the class level for both teachers and students. Therefore, the laudable intention to give freedom to the teacher and responsibility to the student must not serve as an excuse for not planning the curriculum. Too much planning and over-detailed direction are not the most common defects of language curriculums; a much more likely deficiency is an absence of planning, a lack of preparation, or too restricted a scope for the curriculum (Trim. 1980).

Issues in implementation

Designing a curriculum takes place at the planning and preparatory stage, it is usually undertaken away from the classrooms in which the curriculum is eventually to come into operation (Krashen. 1982). The translation of a curriculum into classroom reality—its implementation by teachers who have not necessarily participated at the preparation and design stage—is, therefore, likely to present problems. Teachers do not always share the preoccupations and concerns that prompted the curriculum change in the first place. They may not be aware of what the innovation is supposed to achieve. They may not understand in what way it is different from existing practice. They may recognize the nature of the change but resist it. They may regard it as unnecessary or feel threatened by it, or they may feel inadequate to carry it into effect. The more radical the new curriculum, the greater the possibility of difficulties in its application (Valette & Disick. 1972).

For these reasons, it is important to consider the implementation of a new curriculum as a phase of development which needs to be as carefully planned as the curriculum itself. The importance of attending to implementation is recognized in general curriculum theory (Park & Fullan. 1986) but far less so in language pedagogy (Johnson. 1989). In order to make the transition from curriculum design to implementation as smooth as possible, it is best to envisage it as a three-stage process. To begin with, there should be small-scale try-outs which will lead to revisions of the curriculum at the second stage.

Subsequently, a larger field trial will give further evidence of the practicality of the new curriculum and the steps that need to be taken to make a large-scale implementation successful. This large-scale implementation constitutes the third and final stage of curriculum development.

Implementation involves the selection or preparation of appropriate learning materials. It also involves dissemination of information about the new curriculum. It may also require plans for in-service or pre-service teacher education. The absence of implementation plans can mean that the intentions of the new curriculum design are misunderstood, misinterpreted, or misapplied. It may even mean that the new curriculum is simply ignored or does not come into operation in the way that was intended, whatever its inherent merits (Hutchinson & Waters. 1987).

The synopsis is, since formulating policy affects practice, the policy level and the practical action level are applied equally and for that reason, they are closely related. However, the obstacle at the policy level is, when the teachers who have not participated at the preparatory and designing stage implement the translation of a curriculum into classroom reality. Therefore, what draws attention is: what are the distinctive features in implementing or incorporating a curriculum into a specific program? And another query is, in the translation of a curriculum (with partial learner autonomy) into classroom reality, how can one implement a laudable intention to give freedom to the teacher and responsibility to the student? To find these answers, the following section exposes responds.

2.1.4.2 Curriculum and learner autonomy

Richards (2001) cited that a sound curriculum is reflected in the following features of an institution's programs: the range of courses offered corresponds to the needs of learners; courses have been developed based on sound educational principles with due attention to recognized curriculum development processes; course descriptions including aims, goals, syllabuses and course organization have been developed; teaching materials and tests are of high quality, materials have been carefully selected or developed and are regularly reviewed and revised; mechanisms are in place to monitor the quality of teaching and learning; the curriculum is subject to ongoing review and renewal. Brown (1994) points out that there is ongoing interest in identifying strengths and weaknesses and bringing

about improvements in all aspects of the curriculum; and the curriculum is coherent: the courses represent a rational approach to achieving the institution's mission.

Learner Autonomy and Freedom

It is constructive to be acquainted with the term autonomy when incorporating learner autonomy into the curriculum. The term, "autonomy" is semantically complex. Among other things it carries a strong implication of freedom. The question is, of course, freedom from what? Learner autonomy has been interpreted as freedom from the control of the teacher, freedom from the constraints of the curriculum, even freedom to choose not to learn. Each of these freedoms must be confronted and discussed in any serious consideration of learner autonomy, but for the most important freedom that autonomy implies is the learner's freedom from self, by which we mean his or her capacity to transcend the limitations of personal heritage (Berofsky. 1997). In view this is the most important sense, educationally and linguistically, in which the development of autonomy empowers the individual learner.

Learner Autonomy Does Not Mean Learner Isolation

Pennycook (1977: 46) provides a good summary of the struggle over the meaning of autonomy and comes to the conclusion that: ... it can never be possible to achieve more than partial cultural or ideological autonomy. We can never step completely outside the cultural and ideological worlds around us. Therefore, if autonomy can never be more than partial, we need to question the scope of the autonomy we are asking out language learners to express exhibit, develop or learn and ask ourselves: why is it important for language learning any way?

In educational circles, autonomy is considered a worthy goal to achieve for philosophical as well for psychological reasons. Chene (1983) specifies that from a philosophical point of view, one of the desirable, though not easily achievable, goals of general education has always been to create autonomous individuals who are willing and able to think independently and act responsibly. In a rapidly changing world where an instant and informed decision-making is a prerequisite for successful functioning, helping learners become autonomous is one way of maximizing their chances for success.

The Textbook and Autonomous Language Classroom

Most language classrooms, including most so-called communicative classrooms take a textbook as their starting point. The textbook serves as the script of the learning process that teachers seek to enact with their learners. However much the textbook may try to take account of learners' likely needs and interests, it is essentially external to them. In most cases it rests on the assumption that learning will take place as the teacher guides the learners through each successive unit. This implies a view of learning as a unidirectional process: knowledge, skills, and expertise are gradually transferred from the textbook to the learners (Harri-Augstein & Thomas. 1991).

Crabbe (1991) claims that in the autonomous classroom teaching, the starting point is not the textbook but the learners. It is recognize that each member of the class has a history, interests, and emotional as well as educational and communicative needs. It is recognizes that learning is not a simple matter of the unidirectional transmission of knowledge, skills, and expertise. On the contrary, it is a bi-directional process, for we can only learn anything in terms of what we already know. The textbook approach to language teaching involves learning "from the outside in"; the textbook author's meanings are first learnt and then gradually adapted to the learners' own purposes. The autonomous approach, by contrast, insists that language is learnt partly "from the inside out," as learners attempt to express their own meanings for their own learning purposes (Dam. 1995). In the autonomous approach, learning is anchored in the achieved identity of the individual learner and the interactive processes by which learners collaboratively construct their shared learning space.

In conclusion, implementing and incorporating a pedagogical method into a curriculum denotes a sound educational program and bridging a transition of laudable intention to give freedom to the teacher and responsibility to the student reflects that the term " freedom" in the context of learner autonomy must be confronted and discussed in any serious consideration. Therefore, the following questions appear. To what degree of freedom is applicable in a pedagogical method, which is used within the context of learner autonomy? In the autonomous classroom teaching, starting point is not the textbook but the learners. Is a pedagogical method with much of the decision-making and management of learning build into materials tantamount to learner autonomy? The interpretation on these questions will follow in the next section.

2.1.4.3 Self-instructed learning method

There are various terms and degrees of freedom that are widely used in learner autonomy. One of the term 'self-instructed learning' refers generally to situations in which learners are working without the direct control of the teacher (Dickinson. 1994). The main key to understanding this terminology concerns the concept of responsibility for learning and wherein the responsibility lies. Traditionally, the teacher is responsible for setting up his organization and for managing it in the classroom. Allwright (1979) has noted that the teacher is responsible for a list of management tasks, and suggests that the responsibility for at least some of them might be shared with learners. The task he notes include such things as determining learning goals, making decisions about materials, deciding how the materials will be used for keeping records, evaluating progress, allocating time to task, deciding on what task will be done, and who should do them what groupings the learners will work in and so on.

Holec (1981) argues that in one view of self-instructed learning, the teacher seeks to include the learner increasingly in the decision-making process about their learning and the management of it; the teacher seeks to transfer to the learners an increasing degree of responsibility for their own learning. Dickinson (1994) claims that an autonomous learner is one who is totally responsible for making an implementing all of the decisions concerned with his own learning. An opposing view is one in which the materials and resources for learning are written and organized in such a way that the decision-making and much of the management of the learning are built into the material. The learners' responsibility (Wilson. 1981) may be limited to matters concerning when the work takes place, and perhaps which parts of the program to work on at particular times.

These two views are not placed in an either/or opposition, but are at opposite ends of a continuum. Using this concept of responsibility for learning, we can make an initial sorting of the terms. The following diagrammatic representation might help to clarify the relationships.

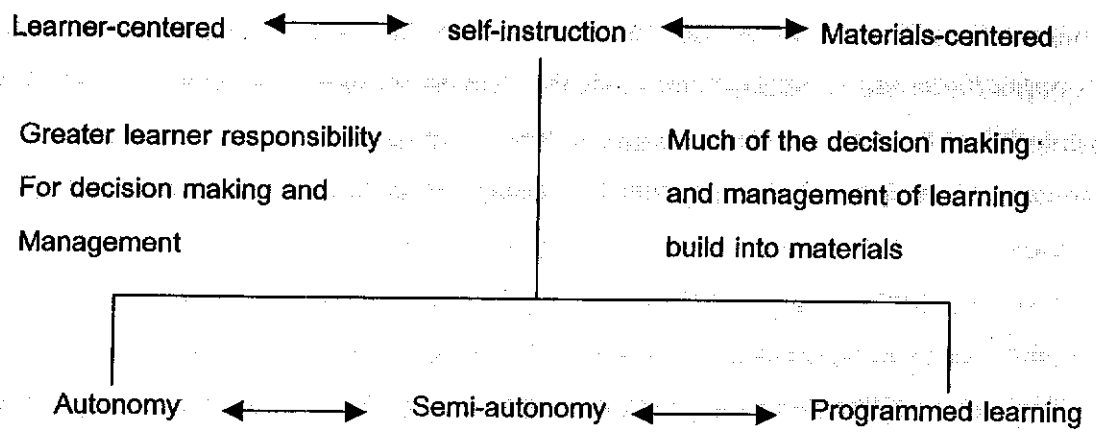

Figure 3 The concept of responsibility for learning

From: Self-instruction in Language Learning (Dickinson. 1994: 10)

2.1.4.4 Self-directed learning method

Another method that is introduced from the context of the learner autonomy to compare with the self-instructed learning method is self-directed learning method. It is different from the others in the context of learner autonomy where it concerns attitudes rather than techniques or even modes of instruction. Gross (1979) argues that self-access learning, or individualized instruction, for example, refers to modes of learning in that they are concerned with the activities of the learner, the teacher and their interaction. Self-directed learning, in contrast, describes an attitude to learning in which the learner accepts responsibility for his learning, but he does not necessarily carry out courses of action independently in connection with it. Consequently, a learner may be self-directed and yet following conventional modes. The chances of success for self-directed method are greatly enhanced if the learner is self-directed; and if the Self-instructed learning mode is learner-centered then self-directed learning is a requirement for success (Dickinson. 1994).

Self-directed learning then is a second key to understanding self-instructed learning. But what does it mean to be self-directed? What does it mean to take responsibility for one's own learning? Self-directed learning (Carver. 1984) refers to a particular attitude towards learning, one on which the learner is prepared to take responsibility for his own learning. This idea frequently strikes teachers as impossibly

idealistic and unrealistic, so it is worth examining it in detail. In fact, outside of the context of education we take responsibility for a whole range of things, many of which one knows little about. The first point to be made about this, then, is to distinguish between being responsible for something, and carry out courses of action arising from responsibility. The self-directed learner retains responsibility for all aspects of the management of his learning but will probably seek expert help and advice for many of these. He or she then is one who retains responsibility for the management of his own learning. However, it is worth noting here that many autonomous learners work with others in their learning. Autonomy does not imply isolation (Dickinson. 1994). It has been described (Knowles. 1975) as "a process in which individuals take the initiative, with or without the help of others," to diagnose their learning needs, formulate learning goals, identify resources for learning, select and implement learning strategies, and evaluate learning outcomes.

2.1.4.5 Learning Logs

Learners autonomy does not imply isolation, and moreover autonomous learners work with others in their learning, hence learning logs can be integrated in the pedagogical method to assist and advice the student within the structure of self-directed learning (SDL) method. The use of learning logs is motivated by three current ideas in education. First, it is the importance of the connection between writing—not in the sense of formal writing—and learning. In this respect, writing can be viewed as a discovery process, a way to explore ideas, generate and connect ideas, change preconceived notions, and connect abstract ideas and experiences. (Murray. 1968); (Flower & Hayes. 1977); (Emig. 1978); (Perl. 1979). Mayher, Lester & Pradl. 1983) discuss the use of learning logs or content journals in high school classes such as biology and chemistry: " One of the most effective ways students can use writing as an aid to learning is to keep a running account of what is going on as they work in a particular course.

Teacher can skim these logs and find out what students understand or do not understand about the material". They suggest that when teachers ask students to introspect about learning, comment on the class, and communicate about what they are learning, students get more involved in the course and make connections between themselves and the course material. The second idea that motivates the use of learning logs is that writing is a social activity as well as a cognitive (Cooper. 1986). Writing is seen not as a solitary

pursuit but as discourse among people with shared interests. Learning logs help these students to become members of this discourse community by giving them opportunities to write within it and to get responses from their teacher. These exchanges give students both a real audience within the community and a developing sense of being a member of the community. Finally, the current focus in language teaching on a communicative approach which implies more learner involvement in the learning process (Breen. 1985) ; (Richards & Rodgers. 1986). Teacher committed to a communicative approach emphasizes the need for second language students to be active language learners, to get more involved in the learning process by taking responsibility in their role towards learner autonomy.

Thereupon, in the light of autonomous learning, one element of self-instructed learning method is that the teacher seeks to include the learner increasingly in decision-making and the opposing view is that decision-making and management of learning that are built into the material. In short, theoretically, a material-centered program and a learner-centered program are at opposite ends of a continuum (Dickinson. 1994: 10)—see figure 3. On the other hand, self-directed learner prepares to take responsibility of his or her own learning yet seeks expert help and advice. In this study, to help and advice the students to discover process, a way to explore ideas, and to connect experiences learning log is introduced. The benefit of using learning logs is that they promote autonomous learning (Porter, et al. 1990 : 233)

2.1.4.6 Listening Comprehension

In the context of learner autonomy, listening skills, as one of the integrated communicative approaches, is incorporated in the immediate curriculum. Research has demonstrated that adults spend 40-50% of communication time listening (Gilman & Moody. 1984), but the importance of listening in language learning has only been recognized relatively recently (Oxford. 1993). Since the role of listening comprehension in language learning was taken for granted, it merited little research and pedagogical attention. Although listening played an important role in audio-lingual methods, students only listened to repeat and develop a better pronunciation (for speaking). Beginning in the early 70's, work by Asher, Postovsky, Winitz and, later, Krashen, brought attention to the role of listening as a tool for understanding and a key factor in facilitating language learning. Listening has

emerged as an important component in the process of second language acquisition (Feyten. 1991).

Listening is an invisible mental process, making it difficult to describe. Listeners must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intention, retain and interpret this within the immediate as well as the larger socio-cultural context of the utterance (Rost. 2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). It is a complex, active process of interpretation in which listeners match what they hear with what they already know.

Procedures in listening

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. On the other hand, listeners also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message. Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degree to which listeners use the one process or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening (Wipf. 1984).

Frame of reference

Research from cognitive psychology has shown that listening comprehension is more than extracting meaning from incoming speech. It is a process of matching speech with what listeners already know about the topic. When listeners know the context of a text or an utterance, the process is facilitated considerably because listeners can activate prior knowledge and make the appropriate inferences essential to comprehending the message (Byrnes. 1984). Therefore, teachers need to help students organize their thoughts, to

activate appropriate background knowledge for understanding and to make predictions, to prepare for listening.

Objectives in listening

Listeners do not pay attention to everything; they listen selectively, according to the purpose of the task. This, in turn, determines the type of listening required and the way in which listeners will approach a task. Richards (1990) differentiates between an interactional and a transactional purpose for communication. Interactional use of language is socially oriented, existing largely to satisfy the social needs of the participants and therefore, it is highly contextualized and two-way, involving interaction with a speaker. A transactional use of language, on the other hand, is more message-oriented and is used primarily to communicate information. In contrast with interactional listening, transactional listening requires accurate comprehension of a message with no opportunity for clarification with a speaker (one-way listening). Knowing the communicative purpose of a text or utterance will help the listener determine what to listen for and, therefore, which processes to activate.

Listening in language learning and teaching

Listeners use metacognitive, cognitive and socio-affective strategies to facilitate comprehension and to make their learning more effective. Research shows that skilled listeners use more metacognitive strategies than their less-skilled counterparts (O'Malley & Chamot. 1990); (Vandergrift. 1997). Therefore, it is imperative to teach students how to listen. This shifts the emphasis of listening practice from product to process and the responsibility of learning from the teacher to the student, thereby helping students become self-regulated learners. The following pedagogical sequence (Vandergrift. 1999) can develop an awareness of the process of (one-way) listening which help students acquire the metacognitive knowledge critical to success in listening comprehension.

Planning a listening task

Mendelsohn (1998) argues that pre-listening activities help students make decisions about what to listen for and, subsequently, to focus attention on meaning while

listening. During this critical phase of the listening process, teachers prepare students for what they will hear and what they are expected to do. First, students need to bring to consciousness their knowledge of the topic, their knowledge of how information is organized in different texts and any relevant cultural information. Second, a purpose for listening must be established so that students know the specific information they need to listen for and/or the degree of detail required. Using all the available information, students can make predictions to anticipate what they might hear.

Monitoring a listening task

During the listening activity itself, students monitor their comprehension and make decisions about strategy use. Students need to evaluate continually what they are comprehending and to check: consistency with their predictions, and internal consistency; i.e., the ongoing interpretation of the oral text or interaction (Ross & Rost. 1991).

Evaluation

Students need to evaluate the results of decisions made during a listening task. Therefore, the teacher can encourage self-evaluation and reflection by asking students to assess the effectiveness of strategies used. Group or class discussions on the approach taken by different students can also stimulate reflection and worthwhile evaluation. Students are encouraged to share individual routes leading to success; e.g. how someone guessed the meaning of a certain word or how someone modified a particular strategy. In order to help students consciously focus on planning, monitoring and evaluation before and after the completion of listening tasks, teachers can develop performance checklists (Vandergrift. 1999). Instruments such as learning log help students review a listening task and evaluate their performance.

All in all, second language listening competence is a complex skill that needs to be developed consciously. Strategy use positively impacts self-concept, attitudes, about learning and attributional beliefs about personal control (Borkowski, et al. 1990). Guiding students through the process of listening not only provides the students with the knowledge by which they can successfully complete a listening task; it also motivates them and puts them in control of their learning (Vandergrift. 2002).

2.2 Practical action level

Mackay and Palmer (1981) note that at the third level of the model in Figure 2 (see page 9) it comes to the specific manifestations of language teaching, the concrete reality of language classes in school. Here teachers and learners come together, and it is as a result of action at this level that students are expected to learn language. It is concerned with the activities of teachers and learners and with learning outcomes. Because at this point the plans and policies of level 2 are translated into reality and manifest themselves in concrete behavior, it is called the practical action level. This is the point where the assumptions at level 1 and the policy decisions at level 2 come to the surface, and this is where the crux lies. It is here, after all, that the whole enterprise must justify itself: learning either does or does not occur.

Level 3 can be looked from the point of view of the teacher responsible for teaching a particular group of students. In other words, what the teacher in action is looking for is congruence or fit between planning at level 2 and concrete actions and outcomes at level 3. Widdowson (1983) suggests that on the basis of observations and interpretations of student progress it can revise the teaching plan. In this way there is a constant movement between the policy level and the action level in an attempt to achieve the best possible fit for successful learning.

In order to interpret teaching in action at level 3 we will use the same concepts that we have outlined for the planning and policy level. However, we must introduce two new features which distinguish this level from level 2. The first distinguishing feature is that we must focus on specific documentation and concrete teaching and learning activities which have to be analyzed and interpreted in terms of the categories we have already established. In short, what we need at this level can be described as case studies of teaching. The second major feature that distinguishes this level from level 2 is that we are not only concerned with teaching acts but also with the corresponding behavior of learners, with learner reactions, and with learning outcomes (Stern. 1992 : 36-38). Thus, we visualize a teacher first developing a plan of action at the policy level, carrying out the plan and assessing the effect on the learner at the practical action level, and, finally, either continuing the action or revising it in the light of the assessment.

2.3 Research in the related fields

Self-instructed learning

Since this paper focuses on the comparative study of self-instructed learning and self-directed learning methods, the researcher is obliged to put forward interrelated research for further review. Little (1991) and Cotterall (1995) argue that "very few of the present or past methods and techniques for self-instructed learning methods are solidly based on research results.

Jones (1996) suggests that a literature review surveys the few studies extant into self-instructed learning, plus more general literature on instructional processes, individual learner characteristics, learner strategies, and course design. In his research, Jones reveals that an initial pre-study presents taxonomy of published teach-yourself package features, based on a survey of over 40 courses. The second pre-study presents a learner-diary study of 11 months' self-instructed learning of Hungarian from post-beginner level by the researcher. Lexis and listening are revealed as the main challenges, and the importance of real-message practice is highlighted. A threshold is identified—corresponding to the ability to cope with authentic language—at which strategies change from course book centred to real text and interaction centred. In the main study, telephone interviews of 70 learners with self-instructed learning experience supplied reported-achievement profiles for all languages attempted plus open-ended reports of self-instructed learning materials and of other factors perceived as affecting self-instructed learning. Higher proficiency in self-instructed learning only mode is linked to better listening and speaking experiences, and to good management of learning. Learners with more self-instructed learning experience worry about initial listening and speaking problems less, and are more aware of writing. Learning style is the chief process factor seen as affecting self-instructed learning.

In another case, a significant number of students are enrolled in introductory level information systems courses at New Zealand universities. Some of these institutions require their students to acquire their listening skills in a self-instructed mode of learning. Most of these students have only experienced teacher-directed learning and when placed in a self-instructed learning environment may have very limited strategies in their learning. Tan and Chan (1997) suggest to determine if teaching "learners to learn" enhances the acquisition of listening skills. Their research considers some of the literature on self-instructed learning

and learner autonomy. The experiment compares two groups of students in self-instructed mode of learning. The control group works independently and the treatment group attends classes that teach the students to manage self-instructed learning. The treatment group is consistent in averaging higher scores demonstrating an overall enhanced learning outcome.

Korea University and Waseda University Cross-Cultural Distance Learning Project and its Significance in English Education (KWCCDLP) is a project which introduces and applies multimedia into the classroom environment to develop mutual understanding between students from different cultures and to motivate them to use and learn English as a communication tool by lowering affective filter. Park (2002) argues that according to recent researches on second language (L2) learning and acquisition, neither teacher oriented nor self instructed learning has been successful. The reason is that in teacher oriented learning, learners are fully dependent on teachers so they are not confident of their L2 performances. Neither do they feel any responsibility and enjoyment in L2 learning, which are considered to be two of the most important features of learner motivation. Self instructed learning is problematic in that learners may end up with fossilizations because they don't know what form is acceptable and grammatical. Particularly for the beginning L2 learners teach yourself package may lead them to nothing but despair in L2 learning.

Self-instructed learning combined with teacher-led instruction would be an ideal combination for an optimal L2 learning and teaching. And KWCCDLP would provide an ideal learning situation in this sense. Because it gives the learners both enjoyment, sense of achievement and satisfaction and confidence in themselves. Results show that having participated in the KWCCDLP, all of the participants showed a significant increase in motivation and responsibility-taking as opposed to the non-participants. In short, the participants became more independent, confident and motivated in the target language learning via the KWCCDLP.

Self-directed learning

Fundamental to contemporary studies of self-directed learning was the pioneering work of Houle (1972). Houle used an interview technique with several learners to develop a motivational typology of learning styles. He discovered that people generally were either goal oriented (some specific goal or objective serves as the learning stimulus), activity

oriented (being with others in the pursuit of learning is the primary motivation), or learning oriented (enjoyment of learning for its own sake is the stimulator).

While Brockett and Hiemstra (1991) maintain that the lack of support for self-directed learning is the result of a lack of appreciation for the potential of the approach, others argue the case both for and against based on the effective utilisation of institutional resources. Based on their research both Garrigan (1997) and Hughes (1999) relate increasing interest in self-directed learning to the financial concerns of educational institutions. Researchers support the long-held view that self-directed learning has been introduced as a mean of saving educational costs and that one of the main considerations when deciding whether or not to implement self-directed learning strategies is the effective utilization of the instructor's time. Taylor's (1997) assertion in respect of the teaching and learning approaches adopted, is supported by research as Camiah (1998) found tutors perpetuating didactic approaches rather than encouraging student participation. The researcher maintained that such practices promoted student dependency and failed to encourage self-directed learning.

Lane's (1992) study revealed that self-directed learning students increased retention, had a greater variety of interests, had more positive attitudes towards the learning situation, and had a systematic way of learning what was prescribed. In fact, students in the experimental group learned, per person, two and a half times more strategies for learning purposes than the control group that had not been encouraged to develop learning strategies. Brookfield (1993) also describes his research, which examined the self-directed Learning efforts of individuals not associated with any formal organization or institution. His research helped to advance earlier work, primarily in North America, related to learning projects. It also demonstrated that independent efforts to obtain mastery over some area take place across a wide range of cultural and educational backgrounds. He concluded that many adult learners would look to other learners for information and support rather than to societies, organizations, and professional educators. He noted, "subjects would mention influential books and magazines but would preface these comments by declaring their 'real' source of information was their fellow enthusiasts" (1993: 21).

In the past, inquiry focused upon the relationship between self-directed readiness and personality variables (Martin.1996). However, more recent research emphasis has been on the development of theory which has led to the generation of models to explain the meanings and contexts of self-directed learning. Research suggests that self-directed

learning can play an important role in learning within educational institutions and highlights the variance in levels of readiness for self-directed learning in individual students (Brockett & Hiemstra. 1991); (Grow. 1991).

Boihuis (1996) stress in his finding that teachers who want to encourage self-directed learning (SDL) must free themselves from a preoccupation with tracking and correcting errors, a practice that is ego-threatening (Guthrie; et al. 1996). Boihuis advocates greater tolerance of uncertainty and encourage risk-taking, and capitalizing on learners' strong points instead of focusing on weaknesses, as it is more beneficial for learners to achieve a few objectives of importance to them than it is to fulfill all the objectives that are important to the teacher.

In his research, Braman (1998) found a significant relationship between readiness for self-directed learning and individualism. The goals of an individual and his/her cultural group may conflict, thus hindering the opportunity for self-directed learning. He argues that more research examining SDL from cross-cultural perspectives is needed.

In this study, the researcher employs self-directed learning (SDL) method as semi autonomous learning or SDL combined with teacher-led instruction—guiding the students through the learning log as part of a process in teaching listening skills—to explore the effects of this instructional approach and for the purpose of comparing with a full-scale autonomous learning (self-instructed learning method). The researcher's intention is, not to offer pat answers to naïve question like: Which is the right method? or to present with a definite prescription. Rather the purpose is to find a feasible approach in language teaching practice, to deliver the necessary findings of this particular language teaching method, and to assess whether practice fits the theory?

Chapter 3

Methodology

The purpose of this study was to compare self-instructed and self-directed learning methods in teaching listening skills to identify if there were any differences in the students' exam scores and the distinction of the variances after such methods had been executed.

This chapter, comprises information related to the pertinent comparison as follows:

1. Population
    1.1 Samples
2. Instruments
    2.1 Pretest
    2.2 Posttest
    2.3 Learning log
3. Data collection
4. Data analysis

1. Population

The population of this study comprises 35 classes of the second year students at KBU studying fundamental English course EN 105, each class consists of approximately 40 students.

1.1 Samples

The sample size was two classes with comparable proficiency in English language listening skills from the relevant population with 23 and 34 students in each class employing self-instruction and self-direction methods respectively (the allocation of students in each class was determined by the institution).

There are 40 students in both classes; however, scores from the pretest of every student cannot be obtained since some are transferred students from other institutions and others did not take the listening test—which is 10% of the core course—but pass the exam. In one class, scores from the pretest of 23 students can be obtained while those of 10 transferred students and 7 students who failed to take the test cannot be procured. Likewise, in another class, scores from 34 students can be collected but was incapable of securing from 4 transferred students and 2 students who did not take the test.

The samples' English language listening proficiency was determined by statistical computation of their final examination listening scores of prerequisite course EN 104 as pretest. With both classes, the equality of variances had been statistically conducted by performing Levene's test (see page 36) and found that the variances are homogeneous (executing statistical significance at $p < .05$). Therefore it is qualified to meet the necessary requirements in proceeding this study. However, only English language listening skills of the students were considered; the faculties or majors of the students were ignored.

Duration

This study was administered in the second semester academic year 2003.

2. Instruments

The instruments used in this study consist of a final examination listening test paper EN 104 (pretest)—see page 59 Appendix A, a final examination listening test paper EN 105 (posttest)—see page 68 Appendix A—and a learning log—see pages 78 and 79 Appendix B.

2.1 Pretest

The one-hour listening exam paper EN 104 comprises six parts with 30 items (see page 59, Appendix A) and worth 10% (a partial score) of the total percentage of the course. Each part consists of 5 items. Part one examines the listening comprehension of expressions used in various situations based on *Wh*-questions. Part two tests the understanding of a short, one-paragraph monolog. Part three incorporates comprehension on conversation consisting two dialogues. Part four focuses on listening to directions and vocabulary related to neighborhood places. Part five investigates understanding of talking prices; giving opinions; talking about preferences; making comparisons; buying and selling things. Part six includes a short monolog to test the listening comprehension on likes and dislikes; giving opinions; and making invitations and excuses.

The principles maintained in this test paper closely mirrored the kind of practice activities used within the units arranged to teach. It tests only what has been taught and in a format similar to that in which it was originally presented.

2.2 Posttest

For the posttest, the final examination listening test paper EN 105 was used. The system in preparing the exam papers was identical to EN 104.

2.3 Learning log

In this paper, the learning log which is constructed merely for listening skills is a form prepared in a simple and straightforward way to assist the students to integrate content, process, and their personal feelings. The conventional application is to have students make entries in their logs after each completed week of class. The statements are short and simple writing which project reflective reviews and the student's commentary upon the lesson (see 78 and 79, Appendix B). It makes explicit to the student (and the instructor) the learning processes supported and instigated by the course of study. In other words, entries in the log signal the strength and the drawbacks; therefore, enabling the instructor to facilitate the students in regard to their learning.

3. Data collection

In order to find the relation between the control group and the experimental group, the researcher undertook following approaches:

1. Requesting permission from the authorities concerned from Kasem Bundit University to allocate control and the experimental group for the study.
2. Formatting Statistical Package for the Social Sciences (SPSS) version 11.5 program to perform comparison of the control group and the experimental group executing an independent-samples *t* test.
3. Preparing necessary timetable, and learning log.
4. Asking approval from the authorities concerned to obtaining final examination listening test scores to test hypothesis about two related means by performing statistical computation.
5. Consulting with the advisor and experts in EFL from the Faculty of Humanities (Srinakharinwirot University) for any indecision and issues related to problematic areas.
6. Reassuring that all the students from the experimental group use the sound-lab or elsewhere in practicing listening and encouraging them to submit their learning logs weekly.
7. Administering posttest.
8. Collecting and analyzing data.
9. Reporting and discussing of the findings.

4. Data analysis

In comparing of the means of two different samples, the null hypothesis is that the means do not differ (H_0: $\mu_{SIL} = \mu_{SDL}$). Therefore, to test the null hypothesis that the two different samples come from population with the same variances, the researcher used the scores of the final examination listening test from EN 104 as pretest to conduct an inquiry into whether the difference between two groups means was statistically significant (executing statistical significance at $p < .05$).

With the data from the pretest the researcher sought homogeneity-of-variance by calculating the Levene's statistic—Equality of Variances—to test whether the variance of the dependent variables were equal for both groups (classes). Since the outcomes indicated that the dependent variables were equal, the researcher accepted the null hypothesis and proceeded with the study.

To sum up, the SIL method was used with the control group and the SDL method with the experimental group. After one semester, both groups took the listening test for the final examination. The scores from these two groups were employed as posttest (the reliability and validity would be identical to pretest) to find the significance between self-instruction and self-direction methods. In this study, Statistical Package for the Social Sciences (SPSS) program version 11.5 was performed to obtain statistical outcomes.

Chapter 4

Findings

This study attempts to compare the effects of the exam scores of second-year students studying listening skills—fundamental English EN 105—by executing self-instructed learning (SIL) and self-directed learning (SDL) methods at Kasem Bundit University (KBU). The comparison focuses within the context of learner autonomy to discover whether employing degrees of autonomy related to SDL and SIL methods would influence the exam scores of the students in their listening skills. The population of this study comprises 35 classes of the second year students at KBU studying fundamental English course EN 105 with sample sizes of two classes consisting of 23 (control group) and 34 (experimental group) students respectively.

The chapter presents quantitative analysis of the data obtained from testing null hypothesis that the two samples come from population with same variances by conducting homogeneity of variance assumption to initiate the study (pretest). Secondly, it illustrates the comparison between SIL and SDL methods as well as the findings of the research questions (posttest) by means of performing an independent-samples *t* test. Ultimately, the study analyzes the entries from the learning log to divulge the magnitude of its potentiality in assisting the student with their learning task within the framework of learner autonomy using SDL method.

1. Analysis of data from testing null hypothesis (Pretest)

The researcher made assumptions from the collected data to select an appropriate statistical test in testing null hypothesis that the two samples come from population with the same variances. This data consisted of two samples with 23 and 34 students in each class employing self-instruction and self-direction methods respectively with the final exam scores of the listening test EN104 (see Table 1). It was utilized for necessary statistical calculations in testing null hypothesis.

Table 1 Number of students and scores from listening exam EN 104 used as pretest

Teaching Method	Number of Students	Listening Scores
SIL (Control Group)	23	2,4,4,5,6,7,5,4,5,3,5,2,5,3,6,5,6,4,7,1,5,8,2
SDL (Experimental Group)	34	3,6,4,7,8,6,4,7,3,3,3,8,3,5,9,7,7,8,9,9,7,2,5, 6,4,7,5,5,3,3,7,7,8,7

The researcher employed the relevant data to analyze (1) the shapes of the distributions, (2) the homogeneity of the distributions, (3) the independence of the requirements, and (4) the scale of measurement for the dependent variables with the intention to support in determining the appropriate statistical test to test null hypothesis (for detailed statistical output see page 80, Appendix C). After the analysis, Table 1 was executed to perform independent-samples *t* test as the chosen statistical test through SPSS. In this statistical test (SPSS 11.5 for Windows), Equality of Variances was automatically provided by the Levene's test as exhibited below in table 3.

Output of the equality of variances (Null hypothesis)

Table 2 Group Statistics (Pretest)

	GROUP	
	Control Group	Experimental Group
N	23	34
Mean	4.52	5.74
Std. Deviation	1.78	2.09
Std. Error Mean	.37	.36

Table 3 Independent-Samples T Test (Pretest)

		Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F	2.349	
	Sig.	.131	
t-test for Equality of Means	t	- 2.277	-2.350
	df	55	52.045
	Sig. (2-tailed)	.027	.023
	Mean Difference	-1.21	-1.21
	Std. Error Difference	.533	.516
	95% Confidence Interval of the Difference		
	Lower	-2.282	-2.250
	Upper	-.145	-.177

From the output of Table 2 and 3, the researcher attempted to disentangle the information needed from all of the figures that SPSS had provided. The output for the *t* test comprised two separate tables (Table 2 and 3). The first of the two tables merely described the data on which the *t* test was performed; it could be seen that there were 34 students in experimental group and 23 students in control group. It also gives the mean attitude values that were to be compared in the test, along with other descriptive information. The means were given as 5.74 for experimental group and 4.52 for control group. While all of this was of use, it was the second table (Table 3) that drew the main interest. Although the *t* test table (Table 3) appeared as a single table, a number of distinct elements should be considered separately. Specifically, it presents a test for equality of variances—the results of two different *t* test calculations and related statistical information.

The *t* test, while meant to test for differences between the means of two samples, nevertheless assumed the distributions within each sample, and hence the average variation about the means was similar. The decision was by comparing the variance within one sample with the variance within the other. Levene's test for the equality of variances did exactly that, and provided a probability that the two variances are equal. It could be observed that in Table 3, the *F* -value is given as 2.349, with an associated probability of 0.131 which exceeded the statistical significance at $p < .05$. As a result, it was assumed that the distributions comprising each sample were similar. Just by inspecting the standard deviations of both samples (from Table 2) it would come to this conclusion. Had the probability value dropped below 0.05 though, the researcher would have had to accept that the variances were clearly unequal and apply an alternative formula.

The final part of the table (Table 3) relates to the *t* test itself. Selecting the 'Equal variances assumed' option (based on the Levene's probability) it could note the *t* value of -2.277, and the associated significance value of 0.027. In conclusion, the null hypothesis for the Levene's test for equality of variances was not significant, $F = 2.349$, $p = .131$, indicating the variances were homogeneous, in other words, the homogeneity assumption had been met. Therefore, the researcher proceeded the study.

Research questions

1. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-instructed learning method at Kasem Bundit University?

2. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-directed learning method at Kasem Bundit University?

Research Hypothesis

The exam scores of the listening skills of second year students studying fundament English EN 105 who employ self-directed learning method would be higher than those of the students who utilize self-instructed learning method.

2. Analysis of data from comparing SDL and SIL methods (Posttest)

After performing the experiment for a semester, the researcher conducted an independent-samples *t* test using the final listening exam scores EN 105 (posttest) to observe the effect on the second year students' exam scores of their listening skills. To conduct the independent-samples *t* test and to answer the research questions as well as the hypothesis, the following data (Table 4) was used.

Table 4 Number of students and scores from listening exam EN 105 used as posttest

Teaching Method	Number of Students	Listening Scores
SIL (Control Group)	23	4,6,4,3,6,3,5,3,6,3,5,4,3,4,3,5,7,5,8,4,3,6,8
SDL (Experimental Group)	34	6,7,6,7,6,8,5,6,7,4,5,7,6,6,6,6,5,7,8,5,6,5,8, 8,6,5,6,5,5,6,9,6,7,5

Table 5 Group Statistics (Posttest)

Group	N	Mean	Std. Deviation	Std. Error Mean
Control Group	23	4.69	1.607	.335
Experimental Group	34	6.17	1.140	.195

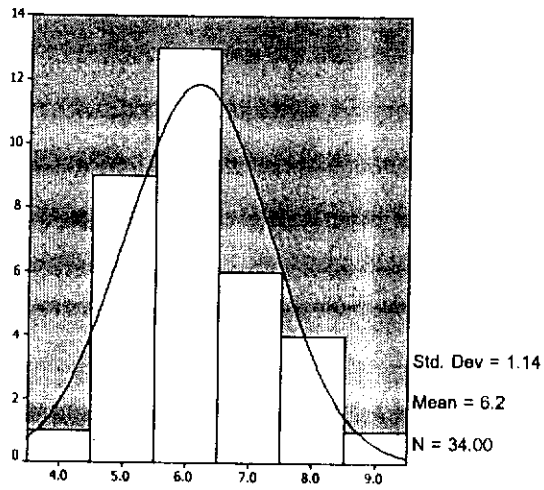

Figure 4 Experimental Group (posttest)

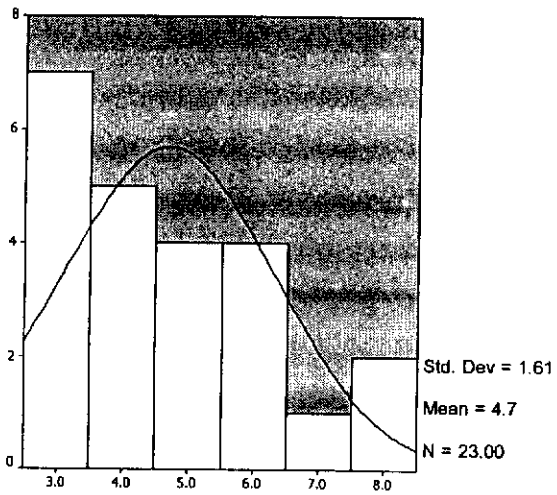

Figure 5 Control Group (posttest)

The independent sample *t* test, which was based on Table 4, illustrated the above outcomes—Table 5, Figure 4, and Figure 5. Referring to Figure 4 and 5, the exam scores indicated that the distributions were quite obviously not normal. Though, in the experimental group the exam scores were moderately normal, and the tails of the two ends of the distribution were fairly proportionate. For the control group, the exam scores were not normal, and the tail of the distribution was heavy to low frequencies on one end of the distribution. To recapitulate, the experimental group had produced slightly negatively skewed distribution (the majority of students gain higher scores on this test and a few scores were irregularly clustered) while the control group had formed considerably positive skewed distribution. In other words, the majority of students could maintain low scores on this test and some scores were unevenly clustered)

Table 6 Independent-Samples T Test (posttest)

			Equal variances assumed	Equal variances not assumed
Levene's Test for Equality of Variances	F		4.725	
	Sig.		.034	
t-test for Equality of Means	t		-4.072	-3.815
	df		55	36.697
	Sig. (2-tailed)		.000	.001
	Mean Difference		-1.481	-1.481
	Std. Error Difference		.364	.388
	95% Confidence Interval of the Difference	Lower	-2.210	-2.268
		Upper	-.752	-.694

Immediately, it should be apparent that the outcome of this analysis (posttest), Table 6, was quite different from that of the independent samples *t* test shown in Table 3 (pretest). In the present instance the Levene's test indicates that the variances of the two

samples being compared were significantly different (F = 4.725; p = .034). In other words, the chance of finding a difference of this magnitude was less than the conventional 0.05 cut-off point. For statistical purposes, it is assumed the variances are unequal and therefore consulted the appropriate part of the t test output—the equal variances not assumed. Here the calculation generates a t value of -3.815, with an associated probability of 0.001. It revealed that there was a significant difference in the exam scores of the listening skills of second year students studying fundament English EN 105 who were employed with self-directed learning method and self instructed learning method.

To express this formally, it is illustrated as follows:

1. Null hypothesis (H_0): the mean scores of experimental group sample will equal the control group sample.
2. Alternate hypothesis (H_1): the mean scores of experimental group sample will not equal the control group sample.
3. Test: t test for independent groups; 2-tailed; 0.05 significance level.
4. Outcome: t(unequal v) = -3.815; df = 36.7; p = 0.001.
5. Decision: reject H_0 and accept H_1.

Therefore, the results maintained the research hypothesis that the exam scores of the listening skills of second year students studying fundamental English EN 105 who employed self-directed learning method were higher than those of the students who utilized self-instructed learning method.

3. Analysis of data from the entries of the learning log

This study, in addition, sought to disclose to what extent could the learning log promote the students in their learning process and progress. For that reason, at the end of the semester, the researcher interviewed 34 students (experimental group) regarding the efficacy of the using of learning log. Most of the students (71%) found it useful, 25% reported they found it fairly useful, and only 4% thought it was not useful. Those who thought it useful reported that they did so because it provided an opportunity for them to review and inform their requirements. Many thought that it helped them to become more aware of what they were doing and to better understand the lessons. Some pointed out,

however, that when they first started with the entries in the learning log, it allowed them to reveal their needs and that while they began in a spirit of genuine critical learning process, it soon became merely another routine course-related activity.

Nevertheless, it had apparently proved (from the statistical results) that the learning log bolstered the learning of the students who used SDL method compared to the students who employed SIL method (did not use learning log). The outcome—shown in percentage—which was derived from the entries of the learning log that assisted the researcher to monitor the comprehension of the students, manifested itself. In order to gauge this finding, it is illustrated in Table 7.

Table 7 Students' (experimental group) entries in the learning log for each item shown in percentage

	Learning log	
Item		Entries made
1.	Things I have learned in this lesson	73%
2.	New things that I don't know in this lesson	78%
3.	Things I do not understand in this lesson	76%
4.	Things I like in this lesson	83%
5.	Things I don't like in this lesson	39%
6.	Things I need to know more in this lesson	78%
7.	Activities/exercises in this lesson are helpful because...	84%
8.	Activities/exercises in this lesson are not helpful because...	27%
9.	Comments on which I want to do next week	85%
10.	Other comments	86%

In conclusion, this finding suggests that learning log can provide chances for the students to write their shortcomings of the learning task and at the same time, it can facilitate the instructor to reflect on his own teaching; hence, bringing about the opportunity to support the students in their learning.

Chapter 5

Conclusion and Discussion

In this chapter, the data analyzed are discussed to answer the research questions. It presents discussion as well as general recommendations. For the finale, the chapter is concluded with suggestions for further studies.

Objective of the Study

The aim of this study is to investigate the comparative effects of self-instructed and self-directed methods executed in achieving English language listening skills.

Research Questions

1. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-instructed learning method at Kasem Bundit University?

2. What is the effect on the second year students' exam scores of their listening skills in studying fundamental English EN 105 who are employed with self-directed learning method at Kasem Bundit University?

Scope and delimitation of the Study

The target population of this study comprises 35 classes of the second year students at KBU studying fundamental English course EN 105, each class consists of approximately 40 students. The sample size was two classes from the relevant population with 23 and 34 students in each class employing self-instructed and self-directed methods respectively.

The samples were second year students studying the same course EN 105 with resembling proficiency in English language listening skills—judging from their final examination listening scores of prerequisite course EN 104 as pretest with statistical computation. Only English language listening skills of the students were considered; the faculties or majors of the students were ignored.

There are approximately 40 students in both classes; however, scores from the pretest of every student cannot be obtained since some are transferred students from other institutions and others who did not take the listening test—which is a partial score of the core course but pass the exam. In one class, scores from the pretest of 23 students can be obtained while those of 10 transferred students and 7 students who failed to take the test cannot be procured. Likewise, in another class, scores from 34 students can be collected but was incapable of securing from 4 transferred students and 2 students who did not take the test.

The subjects from these two classes had completed their prerequisite course EN 104 and are studying EN 105. For both classes, the equality of variances had been statistically conducted by performing Levene's test (see page 36) and found that the variances are homogeneous (executing statistical significance at $p < .05$). This study was initiated in the second semester of the academic year 2003.

Research findings

The second year students studying fundamental English EN 105 who were employed with self-directed learning method scored higher in their listening comprehension exam than those who utilized self-instructed method at Kasem Bundit University.

Discussion of the findings

Based on the results of this study, self-directed learning method outperformed self-instructed learning method (which was prescribed by the faculty) in teaching listening skills to the second year students studying fundamental English EN 105 at Kasem Bundit University. This finding suggests that before making decision in using a teaching method, it is essential to consider language teaching theory and methodology that are bound to be modified by changes in the other basic concepts. Methodology is correlated with the policy level (see page 9-12), we can no doubt formulate policy directions which are widely applicable in many different settings but they also express the understanding of language teaching theory as well as the basic beliefs and convictions (Stern. 1992).

This research represents the importance of the policy that when including a new method in the curriculum, the focus should not be only on the immediate solutions but should also consider the context and presage variables. It can be clearly understood from the reference that this study reflects the connection between the students not being familiar with the self-instructed learning method and the formulation of the policy. Theoretically, most of the plans correspond to specific groups of learners with a certain background working in a specified environment and therefore in formulating our policy we must take note of these context and presage variables (Dunkin & Biddle. 1974), which ultimately also affect practice.

With reference to the designing of policy and curriculum in the study, this research clearly disclosed that the instructors at Kasem Bundit University showed wavering concerns—students taking responsibility of their own learning—over the policy and curriculum that used self-instruction method to teach listening skills. Designing a policy and a curriculum takes place at the planning and preparatory stage; it is usually undertaken away from the classrooms in which the curriculum is eventually to come into operation (Krashen. 1982). The translation of a curriculum into classroom reality—its implementation by teachers who have not necessarily participated at the preparation and design stage—is, therefore, likely to present problems. The more radical the new curriculum, the greater the possibility of difficulties in its application (Valette & Disick. 1972).

In this research, the prescription of curriculum—to integrate self-instructed learning method—was made in the absence of feasibility studies. Generally, it is important to consider the implementation of a new curriculum as a phase of development which needs to be as carefully planned. Johnson (1989) argues that in order to make the transition from curriculum design to implementation as smooth as possible, it is best to envisage it as a three-stage process. To begin with, there should be small-scale try-outs, which will lead to revisions of the curriculum at the second stage. Subsequently, a larger field trial will give further evidence of the practicality of the new curriculum and the steps that need to be taken to make a large-scale implementation successful. This large-scale implementation constitutes the third and final stage of curriculum development.

One of the reasons for being unsuccessful to cause a smooth transition of the present system—using self-instructed method—from the earlier system (conventional teaching) was the lack of plans and preparations. Implementing a new method involves dissemination of information about the new curriculum. It may also require plans for in-service or pre-service teacher education. The absence of implementation plans can mean that the intentions of the new curriculum design are misunderstood, misinterpreted, or misapplied. It may even mean that the new curriculum is simply ignored or does not come into operation in the way that was intended, whatever its inherent merits (Hutchinson & Waters. 1987).

The new curriculum in this study used self-instructed method as a strategy in teaching listening skills. Its objective is to facilitate the students in taking responsibility to make decision with their own learning (listening skills) and to pave the way for them towards autonomous learning. Since the students used the prescribed course book in this research, it is equivalent to programmed learning (see Figure 3, page 18) which changed the direction away from the objective—learner autonomy. Dickinson (1994) claims that an autonomous learner is one who is totally responsible for making and implementing all of the decisions concerned with his own learning. An opposing view is one in which the materials and resources for learning are written and organized in such a way that the decision-making and much of the management of the learning are built into the material—programmed learning. These two views are not placed in an either/or opposition, but are at opposite ends of a continuum.

The entries in the learning log revealed that the students prefer to have the instructors teach them rather than studying by themselves. To support this statement, here are some comments referring the learning log item number 10—Other comments. (See page 77, Appendix B).

One of the students from the control group commented the complexity about her comprehension in listening practice as follows:

"I am used to the way of teaching where the teacher plays the tape and explains what we should do and how we should approach the difficulties while listening. Now it's quite frustrating to do the listening practice by ourselves. I think I prefer doing with the teacher anyway."

Another student from the same group reveals in this manner:

"I really don't mind doing the listening practice by myself but I need advice.Since I didn't have the chance to work together with the teacher, it is not easy to ask for help when there're immediate problems."

From the experimental group a student stated his point of view. He plainly disclosed his belief in the following way:

"Well, I need more time to do the listening practice. Usually, I am not good at listening so I practice a lot by myself. When I wrote about my difficulties in listening in the learning log, you (the researcher) advised me that I should first think of the purpose of the conversation or the topic and try to pick out only the important words that are related and then guess the possibility of the main idea. That was great! More or less, at least I could get a closer idea of what it means."

A student from the experimental group voiced her attitude accordingly:

"I know that you (the researcher) tried to help us with the listening through what we had entered in the learning log but still it is not the same like when you teach us directly. Like playing the tape, pausing the tape or explaining for us... you know what I mean."

Keyuravong (1996: 31) pointed out that "Thai students have been spoon-fed through their learning experience, so when they have to take responsibility for their own learning, problems arise." Her remark certainly proves to be true in the situation of the students at Kasem Bundit University who experience similar problems.

The findings of this study apparently reflect the self-instructed learning method's limitations—simple exposure to spoken language is not sufficient to develop language skills.

For the learners who experience difficulty in developing listening skills and strategies, self-instruction can play a vital complementary role to classroom instruction. At any rate, promoting effective self-instructed method in listening and encouraging students simply to 'listen more' (watch more television, listen to more tape recording, etc.) are quite different proposals. Simple exposure to spoken language is not sufficient to develop language skills (Dickinson, 1987); (Riley & Zoppis. 1985).

With regard to the results of this study, it indicates that SIL method requires adjustments in conformity with the environment of the immediate circumstances. It can be concluded that one should be cautious when introducing self-instructed learning method directly to the learners who are not acquainted with. The combination of teacher-led instruction (giving assistance and advice by the instructor) would be beneficial in the initial stage if the goal is autonomous learning. Park (2002) states that according to recent researches at the Korea University and Waseda University Cross-Cultural Distance Learning Project (KWCCDLP) on second language (L2) learning and acquisition, self-instructed learning method has not been successful. Self instructed learning is problematic in that learners may end up with fossilizations because they don't know what form is acceptable and grammatical. Particularly for the beginning L2 learners, teach-yourself package (without instructor's help) may lead them to nothing but despair in L2 learning. Self-instructed learning combined with teacher-led instruction would be an ideal combination for an optimal L2 learning and teaching.

The self-directed learning method in this study corresponds to the KWCCDLP researches because it offers instructor's help and advice that supports the students to retain responsibility for the management of their own learning by using learning log. Here, the students revealed their needs, which enabled the researcher to assist in improving their shortcomings in the listening tasks. Mayher, Lester & Pradl. (1983) argue that one of the most effective ways for students and teachers as an aid to monitoring learning is by keeping—learning log or diary—a running account of what is going on as they work in a particular course.

General Recommendation

1. Since Thailand is going through indispensable educational reform, self-directed learning (SDL) method should be embodied as one of the prominent aspects in striving to implement concrete academic foundation.

2. Self-directed learning method bridges the gap to create smooth transition of instructional curriculum in attaining learner autonomy and therefore it should be exercised when considering to implement autonomous learning.

3. Government as well as private institutions should contemplate self-directed learning method as a mean of saving educational costs and whether or not to implement self-directed learning strategies as the effective utilization of the instructor's time. Garrigan (1997) and Hudges (1999) relate increasing interest in self-directed learning to the financial concerns of educational institutions.

4. It is important to think of self-directed learning method in learning for a lifelong learning perspective. Lifelong learning, as will be noted is not the exclusive domain of adult educators; it refers to learning that takes place across the entire lifespan. Therefore, Ministry of Education should take an active role in employing the SDL method with the goal not only for short term but for long term educational development.

5. It is strongly recommended that using learning log provides opportunities for ongoing learning that most course assignments do not. It encourages students to go beyond learning course content in isolation and to strive to link this information to theories and knowledge beyond the particular assignment and the particular course.

6. In the field of teaching education, learner autonomy should be incorporated especially in the internship programs for pre-service teachers' education. Likewise, the in-service trainings for schools and institutions should also provide opportunity for teachers to streamline their knowledge in the changing world of education concerning the pedagogical strategies within the framework of learner autonomy.

Limitations and solutions

1. This study is limited in the proportion of population with merely 2 out of 35 classes from the second year students at KBU studying fundamental English course EN 105 with approximately 40 students in each class. As a result, it could not generalize or represent the entire population of the students. Firstly, the study recommends that similar research to this study be conducted using the entire population of the pertinent course at Kasem Bundit Univeristy. Secondly, government as well as private schools and institutions should conduct resembling research for generalization as reference to SDL method in the future.

2. This study is restricted to the sampling procedure as it could only be conducted with the convenience sampling where samples are drawn with no randomization—the institution determined the allocation of the students for both classes. The researcher advocates that it could be more helpful if randomization is executed with the samplings in parallel research.

3. Some students did not complete the entries for every item in the learning log, though only short answers or comments were required. Therefore, orientation on the use of learning log is imperative for explicit comprehension of the instruction.

4. The exam papers for the pretest and posttest (see page 59, Appendix A) were a combination of multiple choice and writing, and therefore it is subjective as well as objective in the nature of marking. For that reason, there could be differences—in the writing section of the exam paper—between the grading done by instructors. Exam papers which are objective and subjective have their pros and cons, though subjective marking is much more problematical. Whatever the consequences, it is not really the tests that are objective or subjective, but the systems by which they are marked. Hence marking systems should be considered in advance to avoid prejudice.

Suggestions for Further Research

1. Ways need to be found whereby organizations and educators can facilitate self-directed learning and enhance critical thinking skills without impinging on the value of self-directed or spontaneous learning. For example, Smith; et al. (1990) describe how learners can be helped to learn, ask critical questions, and reflect on what they are learning.

2. It is important that better ways of incorporating computer technology and electronic communication into self-directed learning be determined as more distance education programs (government institutions) are created.

3. Future research is needed on such issues as expanding the repertoire of design and methodology for studying self-directed learning, how competencies necessary for effective self-directed learning are developed, and how the quality of self-directed learning resources can be measured.

4. Ways of measuring and maintaining quality in self-directed learning need to be determined.

5. The most appropriate roles for educators and educational organizations in relation to self-directed learning need to be found.

6. Finally, ways for students and others to evaluate the value and effectiveness of self-directed learning need to be developed.

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APPENDICES

APPENDIX A

Name _____ Student number _____ Section _____

LISTENING EXAMINATION

EN 104

Part I

Directions: Listen to the questions and check (√) the best answer for each item.

1. a. Very often.
   b. All right.
   c. In my free time.
   d. An hour every day.

2. a. Yes, I like them.
   b. Yes, I'd love to.
   c. No, I don't agree.
   d. No, I can't stand them.

3. a. It's the best tie.
   b. It's perfect on you.
   c. I like the black one better.
   d. The orange one is bigger.

4. a. Not bad, thanks.
   b. Nice to meet you.
   c. Yes, that's right.
   d. Not everything.

5. a. He is a salesman.
   b. He doesn't like his work.
   c. He always works at night.
   d. He has never worked for ANA Travel.

Part II

Directions: Listen to Charles introduction m himself. Check (√) the correct information about him and family.

1. His last name is _____.
   a. Charles
   b. Levin
   c. Chuck
   d. Toronto

2. Now Chuck is living in _____ .
   a. Toronto
   b. New Jersey
   c. New York
   d. Tennessee

3. He wants to be a / an _____.
   a. engineer
   b. guide
   c. teacher
   d. agent

4. His parents are in _____ now.
   a. New York
   b. Toronto
   c. Tokyo
   d. London

5. His mother works in a _____.
   a. department store
   b. restaurant
   c. bank
   d. college

	A	B	C	D
1				
2				
3				
4				
5				

Part III

Directions: Listen and check (√) the appropriate question for the question or response in each dialogue.

Dialogue 1

A: _____1_____

B: I usually go to the gym. I work out in fitness program.

A: Yeah ? _____2_____

B: About an hour everyday.

A: Well, you look very fit.

Dialogue 2

A: So, _____3_____

B: I went to Miami. I was on vacation.

A: That sounds very nice. _____4_____

B: It was great! Miami has many beautiful beaches. _____5_____

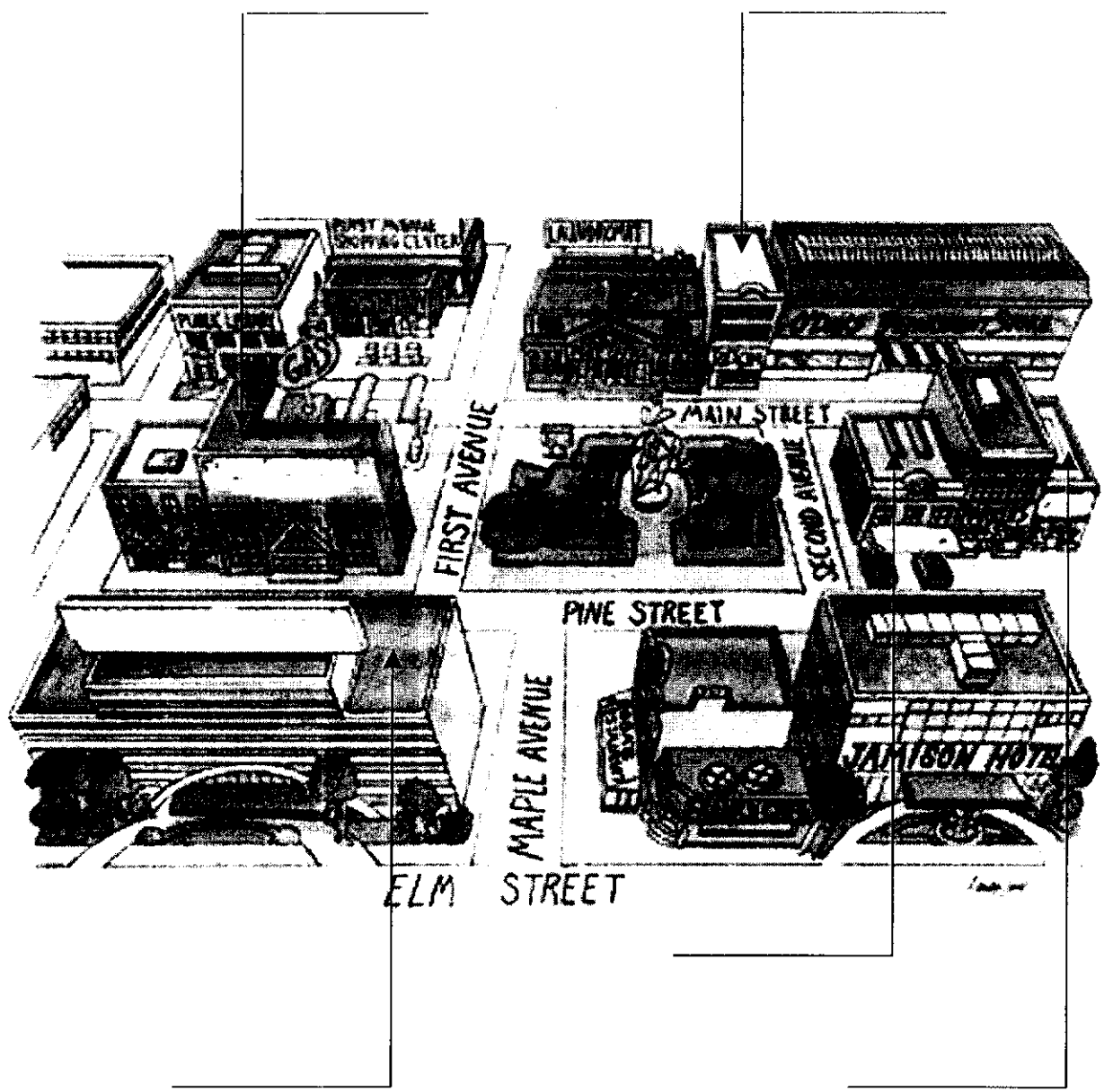
A: I just stayed home. I couldn't afford to take a trip anywhere.

	A	B	C	D
1				
2				
3				
4				
5				

Part IV

Directions: Listen to the descriptions and put the places in the neighborhood map. Write only the letter A, B, C, D or E

A. school B. hospital C. barber shop D. flower shop E. bookstore



Part V:

Directions: Listen to Tim telling about buying things. Complete the chart.

No.	Item	Price	Color	Material	Does he buy it?
1.		------		cotton	
2.	earring		------		no

Part VI

Directions: Listen to Bill playing TV game show called The Dating Game. Write a short answer for each question.

1. What kind of music does he like ?

   _____

2. What kind of movie does he always see ?

   _____

3. Does he like westerns ?

   _____

4. When is his favorite TV program on air ?

   _____

5. What is his favorite program ?

   _____

1040101

TAPE SCRIPT

Listening Examination

EN 104

Each item will be read twice.

Part I : Listen to the question and check (√) the best answer for each item.

1. How much time do you spend jogging?
2. Would you like to take a walk with me?
3. Which one do you like better?
4. How's everything?
5. What does he do, exactly?

Part II : Listen to Charles introducing himself. Check (√) the correct information about him and his family.

Hello, I'm Charles Levin. Everyone calls me Chuck. I come from Canada. I am studying Engineering at New York University. My parents live in Toronto, but now they are here on vacation. My father travels a lot. He works for a travel agency. My mother is a teacher. She teaches history in a college.

Part III : Listen and check (√) the appropriate question for the response in each dialogue.

1. a. Where do you work ?
   b. Where did you go last night ?
   c. What are you doing in the gym ?
   d. What do you usually do in the evening ?

2. a. How often do you exercise ?
   b. How good are you at sports ?
   c. How well do you do aerobics ?
   d. How much money do you spend in a day ?

3. a. Where do you live ?
   b. When did he go to Miami ?
   c. What did you do last weekend ?
   d. Were you on vacation last month ?

4. a. How was it ?
   b. How are you ?
   c. How much is it ?
   d. How about you ?

5. a. What is it ?
   b. What about you ?
   c. What do you do ?
   d. What are you doing ?

Part IV : Listen to the directions and put the places on the neighborhood map. Write only the letter a, b, c, d or e.

1. You are in front of Jamison Hotel on Elm Street. Go straight on. You will find a large building on the right. That's the hospital.
2. You are on Maple Avenue. Rosa' s Restaurant is on your right-hand side. Turn right at Pine Street. Go straight on and walk past Parker's Drugstore. The barbershop is next to Parker's Drugstore.
3. You are in front of O' Day's Department Store on Main Street. Go straight on past the post office. Turn left at First Avenue. The school is on the corner of First Avenue and Pine Street.

4. You are on Maple Avenue. Go straight to Pine Street. Turn right and walk past the central park. Turn left at Second Avenue. Walk through to Main Street. Now you are on Main Street. You will see the flower shop in front of you. It's between the post office and the O' Day's Department Store.

5. You are on First Avenue between the shopping center and the Laundromat. Go straight on to Main Street. Turn left. You will see the post office on your left. Go straight on and turn right at Second Avenue. Walk to the end of the street. The bookstore is on the corner of Pine Street and Second Avenue.

Part V : Listen to Tim telling about buying things. Complete the chart.

1. I really want a shirt. I have to wear a white cotton shirt to work. This one is on sale. It's only 380 baht. I think I'll take it.
2. I'm looking for a present for my mother's birthday. Earrings would be nice. I think she likes the gold ones. But look at the price. It's 7,000 baht. That's too expensive. I don't want to spend that much money.

Part VI: Listen to Bill playing TV game show called The Dating Game. Write a short answer for each question.

Hi, Christina. I'm Bill Potter. I like jazz a lot. I can't stand rock music. It's noisy. I always go to the cinema on weekends. I just went to see the Keanu Reeves film, Matrix. I like action movies. I never see westerns. They're boring. At 9.00 o'clock, I can't miss the talk show on TV. I like to watch this kind of TV program.

Questions

1. What kind of music does he like?
2. What kind of movie does he always see?
3. Does he like westerns?
4. When is his favorite TV program on air?
5. What is his favorite TV program?

LISTENING EXAMINATION

EN 105

NAME _____ _____

STUDENT NUMBER _____ **SECTION** _____

Part I

Directions: **Listen to the questions and check (√) the best answer for each item.**

1. a. He likes Maria.
   b. He is rather short.
   c. He wears red shirt.
   d. He looks for someone.

2. a. What else?
   b. Let's see.
   c. So can I.
   d. Sure I can.

	A	B	C	D
1				
2				
3				
4				
5				

3. a. Phuket is small.
   b. Songkla is a big city.
   c. Phuket is smaller than Songkla.
   d. I think Songkla is the biggest.

4. a. No, not so good.
   b. Oh, I must go now.
   c. Well, my sister is married to an American.
   d. Yes. Please ask Joe to call me back.

5. a. I live in Pattaya.
   b. It takes about 2 hours.
   c. It isn't far from Bangkok.
   d. It's about 100 kilometers.

Part II

Directions: Listen to a message in an answering machine. Check (√) the correct information.

1. The caller is _____
   a. John
   b. Jim
   c. Tom
   d. Tim

2. He has planned to _____ with his friend.
   a. attend a conference
   b. have dinner
   c. go bicycling
   d. go camping

3. _____ sends him to Chicago.
   a. John
   b. Tom
   c. His boss
   d. His friend

4. His telephone number is _____
   a. 0-2526-8701
   b. 0-2562-7081
   c. 0-2526-7801
   d. 0-2562-1087

5. The best time to call him is _____.
   a. at midnight
   b. before midnight
   c. after midnight
   d. between 1am – 3 pm.

	A	B	C	D
1				
2				
3				
4				
5				

PART III

Directions: Listen and check (√) the appropriate answer for the question or response in each dialogue.

Dialogue I

A: Hi, Linda ! _____(1)_____

B : It's getting worst. Don't get too close.

A: That's too bad. _____(2)_____

B: No, I haven't.

A : Well, Listen, it's helpful to drink a cup of hot lemon tea.

B : That sounds good. Thanks for the advice.

Dialogue 2

A: Would you like to go out to dinner tonight ?

B : Yes, I'd love to. May I suggest Japanese food ?

A : That's interesting. _____(3)_____

B : Well, I like Tempura a lot.

A: _____(4) _____

At the restaurant

Waiter: Good evening. _____(5)_____

A : I'll have a large set of Sushi.

	A	B	C	D
1				
2				
3				
4				
5				

Part IV

Directions: **Listen to the descriptions of people. Identify and write the name under each picture in the space provided**

A. Alex **B. Sarah** **C. Julia** **D. Bill** **E. Kate**

_____

_____

_____

_____

_____

PART V:

Directions: Listen to George describing the event and the city. Complete the chart.

Chiangmai

1. How many times he visited _____
2. Enjoyed the trips ☐ Yes ☐ No
3. What the city is like _____
4. What Doi Inthanon is like_____
5. What visitors should do _____

PART VI

Directions: Listen to Robert talking about his future plan. Write a short answer for each question.

1. When will he graduate?

_____

2. What is he going to do first after he has finished his study?

_____

3. Where does he plan to travel?

_____

4. Has he ever been to Malaysia?

_____

5. Why does he want to be a news reporter?

_____

TAPE SCRIPT

EN 105 LISTENING EXAMINATION

Each item will be read twice.

Part I

Directions: Listen to the questions and check (√) the best answer for each item.

1. What does he look like?
2. Can you tell me a little about PP Island?
3. Which city is smaller, Songkla or Phuket?
4. Would you like to leave a message?
5. How far is Pattaya from Bangkok?

Part II

Directions: Listen to a message in an answering machine. Check (√) the correct information.

Hello, John. This is Tom. I'm sorry to tell you that I can't go camping with you tomorrow. My boss told me this morning that I have to attend a conference in Chicago for a few days. Call me at 0-2526-7801 tonight. I'll be there until midnight. Good-bye.

Part III

Directions: Listen and check (√) the appropriate answer for the question or response in each dialogue.

1. a. How are you?
   b. How's the cold?
   c. How's the weather?
   d. How have you been?

2. a. Have you tried this lotion?
   b. Have you eaten some peas?
   c. Have you ever been to a dentist?
   d. Have you taken anything for it?

3. a. What kind of food would you like?
   b. Which one do you prefer Yakisoba or Tempura?
   c. What's your favorite food?
   d. Do you like Yakisoba?

4. a. So do I.
   b. I'm too.
   c. Neither do I.
   d. I'm not either.

5. a. May I take your order?
   b. What would you like to do?
   C. Would you like a dessert?
   d. What flavor would you like?

Part IV

Directions: Listen to the descriptions of people. Identify and write the name under each picture in the space provided.

A. Alex B. Sarah C. Julia D. Bill E. Kate

1. I think Alex is good looking. He is a medium height guy with dark hair. He's about twenty-five. He always wears white shirt and a silk tie.

2. Hi, Nick. Why don't you go and talk to Sarah? She doesn't know anyone here. She's rather tall and has short brown hair. She's very attractive in jeans and a hat.

3. Have you ever met Julia, Rob? She's very nice. Look! She's standing over there. She has blond hair. She's the one wearing a polo shirt with glasses and a red cap.

4. Bill is studying for a doctoral degree at Kasem Bundit University. He's in his thirties. He's pretty tall with curly dark hair. He has a mustache and a beard.

5. Hi, Chris. I'm looking for Kate. Do you know her ? She is tall with curly long dark brown hair. She look very athletic. And she wears glasses. Oh, is she the one talking to that pretty woman with long blond hair? Yes, that's right.

Part V:

Directions: Listen to George describes the event and the city. Complete the chart.

Today, I'm going to speak about Chiangmai. Chiangmai is one of my favorite cities in Thailand. I went there twice last year. I really enjoyed those trips. Chiangmai is a great place to visit. It's an interesting old city in the northern Thailand. It has many beautiful temples and great scenery, lots of mountains, waterfalls and hot springs. Doi Inthanon is known to be the highest mountain in Thailand. Visitors should try local food, especially Khantok, with the tradition way of eating. It's fantastic.

Part VI

Directions: Listen to Robert talking about his future plan. Write a short answer for each question.

I will be graduated next month. And a question I always ask myself these days is what am I going to do after graduation? So, I am going to tell you about my future plan. I will change my hairstyle, cut my hair short on the last day at college. And I plan to travel around Southeast Asia for a month. I've heard a lot about it, but I've never been to any country in that zone. I hope it'll be an exciting trip. When I'm back from traveling, I'm going to start looking for a job. I would like to be a news reporter. I can meet a lot of people and also famous people.

Questions

1. When will he graduate?
2. What is he going to do first after he has finished his study?
3. Where does he plan to travel ?
4. Has he ever been to Malaysia ?
5. Why does he want to be a news reporter ?

APPENDIX B

EN105

LISTENING COMPREHENSION

Learning Log (listening practice)

Group: _____

Name: _____ **Student Number:** _____

Chapter: _____ **Place where you practice listening**_____

Date: _____

Time at start: _____ **Time at end:** _____

Total minutes _____

1	Things I have learned in this lesson	_____ _____
2	New things that I don't know in this lesson	_____ _____
3	Things I do not understand in this lesson	_____ _____
4	Things I like in this lesson	_____ _____
5	Things I don't like in this lesson	_____ _____
6	Things I need to know more in this lesson	_____ _____
7	Activities/exercises in this lesson are helpful because...	_____ _____
8	Activities/exercises in this lesson are not helpful because...	_____ _____ _____
9	Comments on which I want to do next week	_____ _____
10	Other comments	_____ _____

EN105

LISTENING COMPREHENSION

บันทึกการเรียนรู้ด้านทักษะการฟัง

กลุ่ม : _____

ชื่อนักศึกษา : _____รหัสนักศึกษา : _____

ฝึกทักษะการฟังจากบทเรียนที่ : _____สถานที่ฝึก : _____

วันที่: _____

เวลาเริ่มฝึก : _____เวลาฝึกเสร็จ : _____รวม : _____ นาที

1. สิ่งที่รู้แล้วในบทนี้	
2. สิ่งใหม่ๆ ที่ไม่รู้ในบทนี้	
3. สิ่งที่ไม่เข้าใจในบทนี้	
4. สิ่งที่ฉันชอบในบทนี้	
5. สิ่งที่ฉันไม่ชอบในบทนี้	
6. สิ่งที่ฉันต้องการรู้เพิ่มเติม ในบทนี้	
7. กิจกรรมหรือแบบฝึกหัดที่ ช่วยให้รู้มากขึ้น เพราะ	
8. กิจกรรมหรือแบบฝึกหัดที่ ไม่ช่วยให้รู้มากขึ้น เพราะ	
9. ข้อเสนอแนะที่ฉันต้องการ สำหรับการเรียนในสัปดาห์ หน้า	
10.ข้อเสนอแนะอื่นๆ/ความคิดเห็น เพิ่มเติม	

APPENDIX C

Detailed statistical output in determining the appropriate statistical test to test null hypothesis

The detailed statistical test in testing null hypothesis

In general, tests designed for interval data are more powerful compare to tests designed for ordinal or nominal data. Since the independent *t*-test is designed for interval data, the researcher first ensures if the relevant test assumptions could be met. Therefore, the four basic assumptions of experimental and control groups that the researcher takes in to account are to observe the shapes of the distributions, the homogeneity of the distributions, the independence of the requirements, and the scale of measurement for the dependent variables. To examine the assumptions as specified, the researcher make sure that the values are plausible by performing descriptive statistics through SPSS version 11.5. The results of the parametric statistics on central tendency and dispersion are illustrated below.

Table 8 Full descriptive output from SPSS (pretest)

	GROUP			Statistic	Std. Error
SCORE	Control Group	Mean		4.52	.371
		95% Confidence Interval for Mean	Lower Bound	3.75	
			Upper Bound	5.29	
		5% Trimmed Mean		4.52	
		Median		5.00	
		Variance		3.170	
		Std. Deviation		1.780	
		Minimum		1	
		Maximum		8	
		Range		7	
		Interquartile Range		3.00	
		Skewness		-.145	.481
		Kurtosis		-.350	.935
	Experimental Group	Mean		5.74	.359
		95% Confidence Interval for Mean	Lower Bound	5.00	
			Upper Bound	6.47	
		5% Trimmed Mean		5.74	
		Median		6.00	
		Variance		4.382	
		Std. Deviation		2.093	
		Minimum		2	
		Maximum		9	
		Range		7	
		Interquartile Range		3.25	
		Skewness		-.153	.403
		Kurtosis		-1.242	.788

SPSS output Table 8 shows the descriptive statistics for the two variables (experimental and control group). This table illustrates that, on average, mean of the listening exam score is nearly 60% for the experimental group, while control group obtained approximately 50%. In addition, the standard deviation for control group was relatively small compared to experimental group. Other important measures are the skewness and the kurtosis, both of which have an associated standard error. The actual values of skew and kurtosis should be zero if the distribution is normal, whereas this table indicates that the distributions are not normal. Positive values of skewness indicate a pile up of scores on the left of the distribution, while negative values indicate a pile upon the right. Positive values of kurtosis indicate a pointy distribution though negative values indicate a flat distribution, in this table the values show similar fair distribution in shapes. The further the value is from zero, the more likely it is that the data are not normally distributed. However, the actual value of skewness and kurtosis are not, in themselves, informative. Therefore, the researcher probed the descriptive statistics and the assumptions of the data (a parametric test require normally distributed data and the assessment of the degree to which the data are normal) to visualize the shape of the distribution with the intention to identify whether the two samples are homogeneous.

Boxplot

As a case in point, the display that helps to visualize the distribution of a variable is the boxplot. It simultaneously displays the median, the interquartile range, and the smallest and largest value for a group of cases. Here the researcher has conducted a boxplot to investigate the shape of the distribution.

Table 9 Data for conducting boxplot (Case processing summary)

Case Processing Summary

Cases		SCORE GROUP: Control Group	SCORE GROUP: Experimental Group
Valid	N	23	34
	Percent	100.0%	100.0%
Missing	N	0	0
	Percent	.0%	.0%
Total	N	23	34
	Percent	100.0%	100.0%

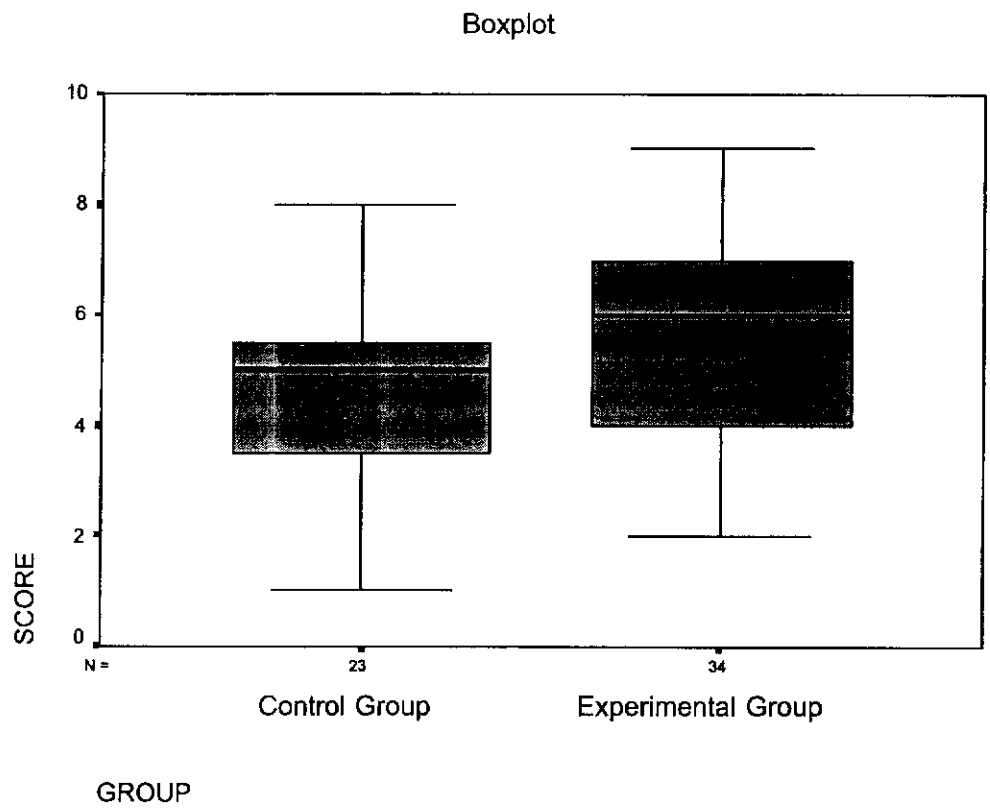


Figure 6 Boxplot of comparison between Control Group and Experimental Group

Figure 6 is an annotated boxplot of comparison between experimental and control group which shows the effect of the exam scores in the students' listening skills. It presents a vertical view of the data and is more compact than a histogram in showing detail.

Variability

From the length of the box, the researcher can determine the variability. Since the experimental group has a larger box, the scores spread greater than the control group. In other words, the experimental group has larger variability.

Central Tendency

The horizontal line which is the median inside the box is not in the center, hence the distributions are skewed. In this boxplot, the line of the experimental group is closer to the top of the box, and therefore it can be predicted that there is a tail towards smaller values—negative skewness. The scores tend more toward the higher end of the distribution. On the other hand, the line of the control group is not remote from the top of the box, and it can be inferred that there are tails evenly distributed to certain extent towards both ends.

Whiskers

Whiskers drew lines from the ends of the box to the largest and smallest values that are not outliers. There is neither extreme values nor outliers indicating large values or small values which are far removed from the rest. In conclusion, the size of the box, the whiskers, and the central tendency point out that there is probability which the experimental group and the control group maintain the assumption of homogeneity of variance (homoscedasticity).

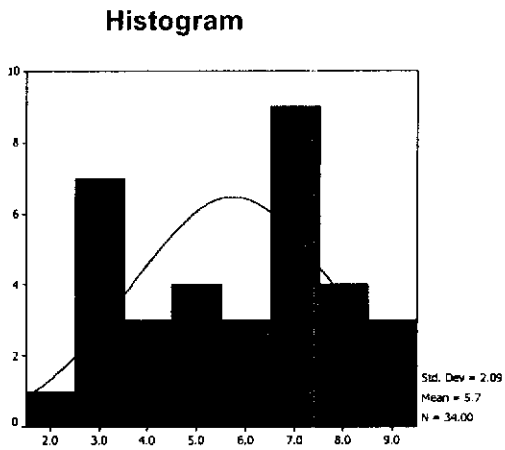


Figure 7 Experimental Group

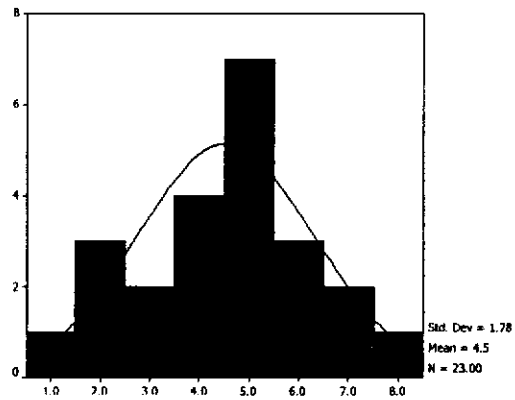


Figure 8 Control Group

Another display that assists to visualize the distribution of a variable is the histogram. The histograms of each variable are shown with the normal distribution overlaid. The graphs are displayed in Figure 7 and 8 and demonstrate several information. The control group looks fairly normally distributed with the exam scores compared to experimental group. The exam scores are very interesting because the distributions are quite clearly not normal, in fact, they look bimodal (there are two peaks indicative of two modes). This observation corresponds with the earlier information from the table of descriptive statistics (Table 8). In the experimental group the exam scores are not quite normal, and the tail of the distribution is a little heavy to the high frequencies on one end of the distribution compare to control group.

For the control group, the exam scores are generally quite normal, and the tails of the two ends of the distribution are fairly proportionate. Ultimately, the experimental group has produced slightly negative skewed distribution (the majority of students gain higher scores on this test and a few scores are erratically clustered). There is enough information that can be obtained from this histograms about the distributions to foresee whether there is any difference or not, between experimental and control group. It can be seen that both distributions of Figure 7 and 8 show similar shapes indicating that the variances could be homogeneous.

The null hypothesis would be along the lines, that the two samples come from population with the same variances. Therefore, the researcher pursues to test the null hypothesis that there is no difference (H_0: $\mu_{SDL} = \mu_{SIL}$) between experimental and control group.

VITAE

VITAE

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A COMPARATIVE STUDY OF LEARNER AUTONOMY EXECUTING SELF- INSTRUCTED LEARNING METHOD AND SELF-DIRECTED LEARNING METHOD IN TEACHING ENGLISH LANGUAGE LISTENING SKILLS TO THE SECOND YEAR STUDENTS AT KASEM BUNDIT UNIVERSITY

AN ABSTRACT

BY

MR. AUNG KHIN LUN

Presented in partial fulfillment of the requirements
for the Master of Arts degree in Teaching English as a Foreign Language
at Srinakharinwirot University
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Aung Khin Lun. (2004). *A Comparative Study of Learner Autonomy Executing Self-Instructed Learning Method and Self-Directed Learning Method in Teaching English Language Listening Skills to the Second Year Students at Kasem Bundit University*. Master's Project, M.A. (Teaching English as a Foreign Language). Bangkok: Graduate School, Srinakharinwirot University. Project advisor: Ajarn Tuenjai Chalermkit.

The purpose of this study was to compare the abilities of the second year students in English language listening skills at Kasem Bundit University by executing learner autonomy. The two methods used within the context of learner autonomy were self-instructed learning (SIL) method which consisted of students who worked independently without the instructor's advice or assistance and self-directed learning (SDL) method which comprised students who took advice or assistance from the instructor when confronted with difficulties.

The samples used in this research were second year students studying EN 105, who were allocated by the university for the researcher to conduct the study. These students were divided into two groups. The control group—using one class—was employed with SIL method and the experimental group—applying another class—was utilized with SDL method. Both the control group and the experimental group were assigned to practice listening skills autonomously through audio recordings with the same exercises as external study. The students from the control group had to take their own responsibilities in learning listening skills, while the experimental group had to submit their entries of the learning logs related to the audio recordings with the same exercises weekly as assigned by the instructor to inform their difficulties and to take advice.

For statistical analysis, the independent *t* test was performed before and after the experiment to compare the results of the final listening examinations. For the examination scores before the experiment, the results of the final listening examination EN 104—which was the pre-requisite of EN 105—were applied and for the examination scores after the experiment, the results of the final listening examination EN 105 were employed.

This research result revealed that the final listening examination scores of the second year students studying fundamental English EN 105 who utilized self-directed learning method were higher than those of the students who employed self-instructed learning method where it indicated a significant difference at the level of .05.

การศึกษาเปรียบเทียบการเรียนรู้แบบการเรียนด้วยตนเอง (Learner Autonomy) ระหว่างวิธี Self-instructed learning กับวิธี Self-directed learning ในการสอนทักษะการฟังภาษาอังกฤษ สำหรับนักศึกษาชั้นปีที่ 2 มหาวิทยาลัยเกษมบัณฑิต

บทคัดย่อ

ของ

อ่อง คิน ลุน

เสนอต่อบัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ เพื่อเป็นส่วนหนึ่งของการศึกษา
ตามหลักสูตรปริญญาศิลปศาสตรมหาบัณฑิต สาขาวิชาการสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ
เมษายน 2547

อ่อง คิน ลุน (2004) การศึกษาเปรียบเทียบการเรียนรู้แบบการเรียนด้วยตนเอง (Learner Autonomy) ระหว่างวิธี Self-instructed learning กับวิธี Self-directed learning ในการสอนทักษะการฟังภาษาอังกฤษสำหรับนักศึกษาชั้นปีที่ 2 มหาวิทยาลัยเกษมบัณฑิต สารนิพนธ์ ศศ.ม. (การสอนภาษาอังกฤษในฐานะภาษาต่างประเทศ) กรุงเทพฯ : บัณฑิตวิทยาลัย มหาวิทยาลัยศรีนครินทรวิโรฒ อาจารย์ที่ปรึกษาสารนิพนธ์ : อาจารย์เตือนใจ เฉลิมกิจ

งานวิจัยครั้งนี้มีจุดมุ่งหมายเพื่อเปรียบเทียบความสามารถด้านทักษะการฟังภาษาอังกฤษของนักศึกษาชั้นปีที่ 2 ของมหาวิทยาลัยเกษมบัณฑิตโดยใช้วิธีการเรียนรู้ด้วยตนเองที่ปราศจากความช่วยเหลือของครู (Self-instructed learning—SIL) กับวิธีเรียนรู้ด้วยตนเองโดยมีครูให้คำปรึกษาเมื่อประสบปัญหา (Self-directed learning—SDL) ซึ่งทั้งสองวิธีดังกล่าวอยู่ภายใต้กรอบของการเรียนด้วยตนเอง (Learner Autonomy)

กลุ่มตัวอย่างที่ใช้ในงานวิจัยเป็นกลุ่มนักศึกษาซึ่งเรียนรายวิชา EN 105 ที่ผู้วิจัยได้รับมอบหมายจากมหาวิทยาลัยให้ทำการสอน แบ่งออกเป็น 2 กลุ่ม คือกลุ่มควบคุม จำนวน 1 ห้องเรียน ซึ่งใช้วิธีการเรียนรู้ด้วยตนเอง (SIL) และกลุ่มทดลองจำนวน 1 ห้องเรียน ซึ่งใช้วิธีการเรียนรู้โดยครูเป็นผู้ให้คำปรึกษาเมื่อผู้เรียนประสบปัญหา (SDL) ทั้งกลุ่มควบคุมและกลุ่มทดลองได้รับมอบหมายให้ฝึกทักษะการฟังด้วยตนเองจากแบบฝึกหัดและแถบบันทึกเสียงประกอบบทเรียนนอกห้องเรียนชุดเดียวกัน กลุ่มควบคุมจะต้องรับผิดชอบในการศึกษาด้วยตนเอง ส่วนกลุ่มทดลอง ผู้สอนกำหนดให้ผู้เรียนส่งบันทึกการเรียนรู้ (Learning log) จากการฟังแถบบันทึกเสียงประกอบบทเรียนเป็นประจำทุกสัปดาห์ เพื่อให้ครูรับทราบปัญหาและให้คำปรึกษาในการฟัง

สถิติที่ใช้ในการวิเคราะห์ผลคือ *t* test แบบ Independent Samples โดยเปรียบเทียบผลการสอบปลายภาคด้านทักษะการฟังก่อนและหลังการทดลอง สำหรับคะแนนสอบก่อนทดลอง ใช้ผลการสอบการฟังจากวิชา EN 104 ซึ่งเป็นบูรพวิชา (Pre-requisite) และใช้คะแนนสอบหลังการทดลองจากผลการสอบการฟังจากวิชา EN 105

ผลการทดลองพบว่ากลุ่มทดลองที่ใช้วิธีเรียนแบบ (SDL) มีผลสัมฤทธิ์ด้านทักษะการฟังภาษาอังกฤษสูงกว่ากลุ่มควบคุมที่ใช้วิธีเรียนแบบ (SIL) อย่างมี นัยสำคัญทางสถิติที่ระดับ .05